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ABSTRACT

This curriculum presents career, academic, and life skill activities to assist education and training organizations in developing and delivering comprehensive career development and life skill programs. It is designed for the out-of-school person who has life and work experiences and who wants to assess a current life or career situation. The activities and resources are suitable for integration into the regular classroom. An introduction includes a conceptual overview, National Career Development Guidelines, and Maine Guide Adult Competencies. The curriculum contains six sections, each composed of one to seven modules. Each module consists of some or all of these components: rationale, objective, outcome, time, resources, suggested strategies, and any necessary handouts. Topics covered include self-awareness (getting acquainted, transition stages, values clarification, personal balance); self-assessment (interest assessment, transferable skills, personal career profile); exploring careers (occupational information, personal finance and financial aid, networking); goal setting (decision making, goal setting, implementation); job readiness (contacts and applications, resume and cover letter, personal grooming, job interview, job keeping, assertiveness, breaking life/career barriers); and closure. A resource section lists resources by section and contains a 67-item bibliography. (YLB)

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CAREER TRANSITIONS FOR ADULTS

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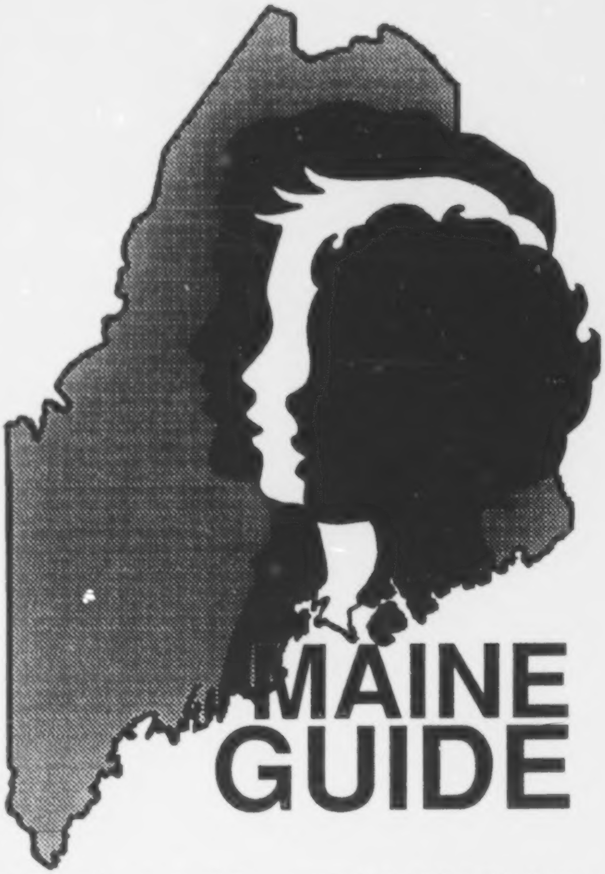

A Developmental Framework for Life Choices

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MAINE GUIDE

A Developmental Framework for Life Choices

CAREER TRANSITIONS FOR ADULTS

MAINE
GUIDE

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1991

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ACKNOWLEDGMENTS

Developing this curriculum has been an exciting experience. Taking the efforts and interests of a life-time of work in career development and education and bringing them to paper has been a formidable task. I would like to thank many old and new friends who helped to develop this curriculum. Without their contributions and support the *MAINE GUIDE: A Developmental Framework for Life Choices*, would never have been possible.

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* The Steering Committee, a dedicated group of professionals who created the concept and title of the curriculum.

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MAINE GUIDE

A Developmental Framework for Life Choices

CAREER TRANSITIONS FOR ADULTS

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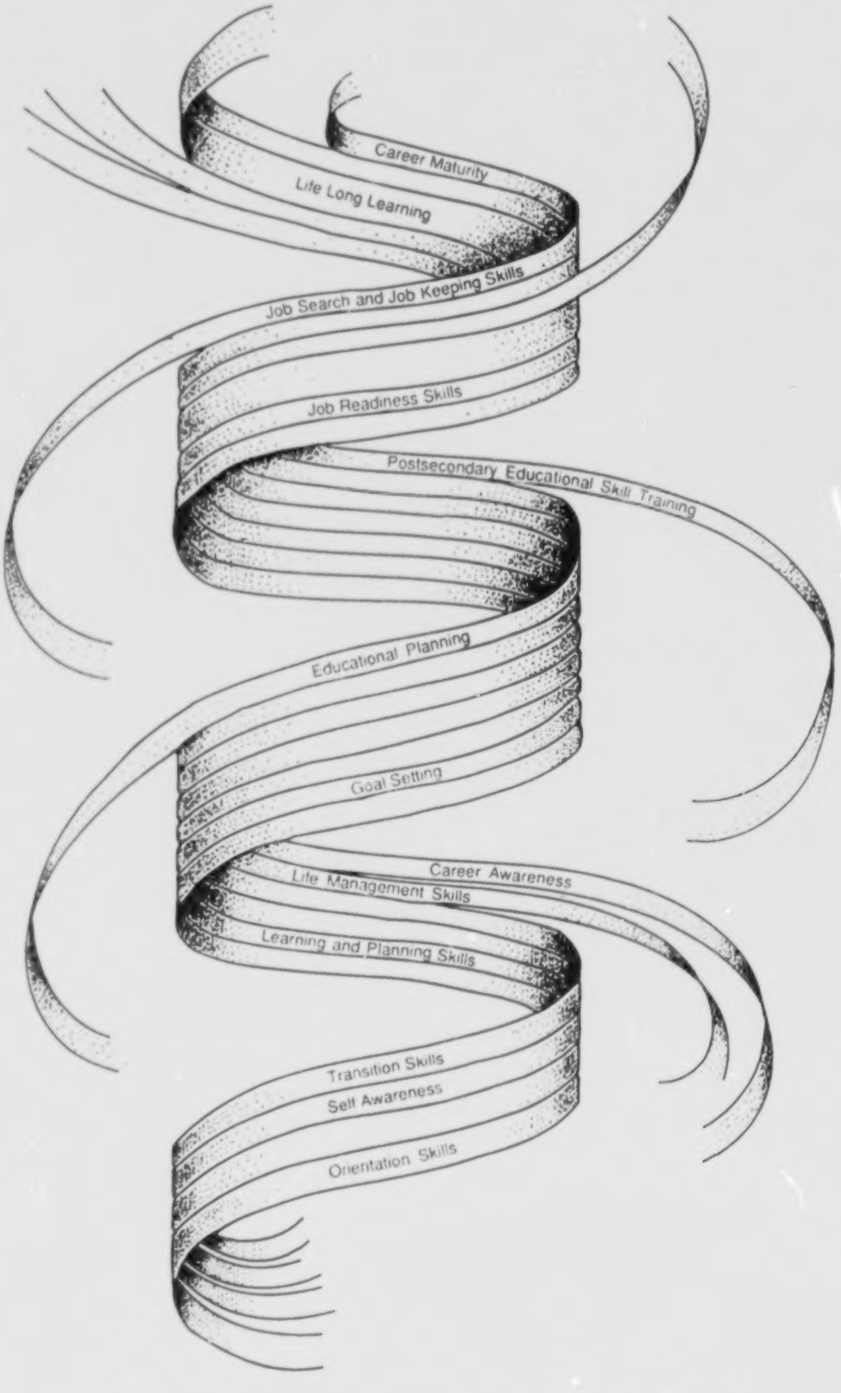
INTRODUCTION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MAINE GUIDE
A DEVELOPMENTAL FRAMEWORK FOR LIFE CHOICES

MAINE GUIDE

A Developmental Framework for Life Choices

CONCEPTUAL OVERVIEW

The MAINE GUIDE: A Developmental Framework for Life Choices, Kindergarten-Adult, is represented here by a helix--a twisting, turning, spiral of ideas which form into an intricate pattern depicting the dynamic forces at work in the life-long process of career and life development.

In the MAINE GUIDE helix, some of the ribbons are short and specific, while others are strands present throughout the helix. Some start out small and broaden as time permits growth of the skill it represents. Each skill grows in concert with the others, building together to produce stronger, more capable people.

Some people may need to strengthen specific skills; others may need to revisit old skills to bring them up to date; others start from the beginning. Regardless of where the person begins, the MAINE GUIDE curriculum is designed to assist the learner to acquire the skills at the most appropriate time in the life-long process of career and life development.

The helix was adapted from an original design created by Paul Seidman, Portland, Maine, and presented to the Maine Guide Steering Comittee by Deborah Leighton, committee member.

INTRODUCTION

The MAINE GUIDE curriculum presents career, academic and life skill activities to assist education and/or training organizations to develop and deliver comprehensive career development and life skill programs. The MAINE GUIDE will assist individuals to explore self, discover career options, secure an understanding of occupational information and how to use it, acquire decision making and planning skills, as well as understanding the interrelationship of academics and the world of work. It will provide critical support to the goals of instruction, including the systematic development of skills and attitudes for responsible self management and rational self direction. Career development is viewed as a lifelong process.

The MAINE GUIDE -- CAREER TRANSITIONS FOR ADULTS is designed for the out-of-school person who has life and work experiences, and who wants to assess a current life or career situation. Despite periods of unemployment or radical changes of occupations, the person having these experiences of change is still the same person. She/he brings the same education and skills and the same experience record to the new situation. New experiences may modify his or her capacities and skills, but the individual remains the same even while changing; the new is a product of the old. The MAINE GUIDE will assist the adult learner with this process of transition by providing a structure to identify alternative life/career options and to use personal and community resources to consider these possibilities.

THE ADULT LEARNER

Just as development during infancy and childhood, development in adulthood involves an interplay between maturation and learning. Development through most of adulthood is influenced to a greater extent by the experiences of life than by maturation. Initial decisions about career choice may be made in adolescence. However, it is not until early adulthood that one must actually crystallize and implement career plans.

Orderly career development may not be the "normal career cycle" for the working mother, the disabled or displaced worker, or the executive who decides to write novels. People are free to explore many occupations, perhaps interspersed with periods away from work, within a single lifetime. Whether each transition is smooth or abrupt, it is a normal and necessary developmental stage.

Adult learners are diverse and their needs are often immediate. It may have been years since they have given serious consideration to whether their skills or experiences were marketable in the competitive world of work. Now they must. Therefore, adult career development programs must be responsive to the array of needs and provide a comprehensive, systematic and articulated delivery of services.

ORGANIZATION

Although the curriculum is organized in a modular format, it should be emphasized that the modules are not separate entities. They are highly interrelated and interdependent. This provides both the teacher and students with many opportunities to weave concepts from other units into the unit currently being studied. The relationship among all of the modules are direct and significant. It is important to keep all aspects of the MAINE GUIDE in mind and teach in a holistic way. This offers a unique opportunity for the teacher to structure learning activities and sequences in an ever-widening spiral, tying back to previous modules and anticipating future topics. It is appropriate to prepare students to meet their responsibilities and opportunities with a unified approach by providing a challenging, practical application of knowledge which is relevant to the learners' everyday life tasks.

SEQUENCE

The local education or training agency decides the sequence and emphasis of the modules and topics which are presented in the MAINE GUIDE. This sequencing provides an opportunity to distribute and combine topics to meet the unique needs of the class throughout the course.

PERFORMANCE OUTCOMES

Performance objectives and supporting competencies provide the purposes or goals, indicate the content, and serve as criteria in selecting strategies and learning experiences, and setting evaluating measures. Outcomes are listed for each topic and should be referred to when planning learning experiences and evaluations. Strategies should be planned so that each learner can reach the objectives and competencies of each module.

INSTRUCTIONAL STRATEGIES

The instructional strategies within the MAINE GUIDE are suggestions to assist the teacher in the presentation of the curriculum. Teachers should feel free to modify, supplement or develop other learning experiences which will enhance the learners' opportunity to achieve the career/life objectives of the program.

The MAINE GUIDE is designed to be taught using a hands-on, experiential approach to learning so that knowledge and skills are applied in a planned, sequential manner. The use of real life relevant tasks, simulations, and community involvement is an integral part of the course, as is research, class discussions, and group activities. The students are expected to be actively involved in learning in a participatory, supportive environment and to have an opportunity to practice and develop the skills related to the course content. Through the practical hands-on approach, MAINE GUIDE students come to grips with their responsibility for making choices, for taking action and also for the subsequent consequences.

SPECIAL POPULATIONS

The curriculum materials are intended to be useful for diverse student populations and considerate of their individual needs. Teachers must seek ways to provide instruction that is sensitive to all learning styles and abilities and be aware of adaptations to the learning environment necessary to meet the individuals' needs. It is important that instructors identify and utilize strategies that will maximize the benefit to all students.

Every individual has special abilities and limitations that need to be taken into account. The process that individuals go through to explore themselves, to make decisions and to utilize planning strategies is the same for all people regardless of their abilities. Self determination, the product of this process, means having the skills to freely set one's own goals and pursue one's dreams.

EQUITY

Race, age, economic status, handicap, gender and sexual preference speak to a condition of difference. Oppression based on differences exists within our culture and therefore, is often reflected in our educational, employment and training programs unless conscious, concerted efforts are made to have the situation otherwise. By taking active steps to deal with these issues, a multiplier effect of change can be initiated with positive consequences for people and programs everywhere.

LITERACY

The US Department of Education estimates that twenty three million Americans over the age of seventeen are functionally illiterate, which means that these citizens cannot read or write well enough to perform the basic requirements of everyday life. Therefore, it is imperative that on-site linkage of literacy classes to career development and/or training programs be vigorously pursued. The results will be a significant factor in the building of a stronger foundation for increased life and career options for Americans.

SCHEDULES

The program deliverers will determine how they will integrate/implement the MAINE GUIDE into their system. It is strongly recommended that the entire CAREER TRANSITIONS FOR ADULTS program be taught in order to provide a continuing learning experience in this curriculum area and to allow for the maturation and experiences related to the course content to occur. This would assure that students continue to learn and apply decision making, self awareness and career/educational development principles as they grow throughout their educational experience.

STAFF

The training personnel responsible for the delivery of MAINE GUIDE: CAREER TRANSITIONS FOR ADULTS cannot be expected to meet all of the needs of the clients who come seeking assistance. It is recommended that the staff develop strong support systems of peer and community resources who work with similar populations. Through collaboration and cooperation with organizations such as the Displaced Homemakers Program, community college career counseling services and the Bureau of Vocational Rehabilitation, the needs of the adult learner can be met to a much greater degree.

EVALUATION

Evaluations should focus on the application of the objectives such as problem solving, management, self awareness, career awareness and career development. Although carefully prepared paper and pencil tests can be effective as a means of evaluation, it is the application of the processes (decision making, career planning and management) to the knowledge and skills to be learned in each area which is to be evaluated, not the knowledge alone. Evaluation should allow ALL students to demonstrate their competency by applying the process to their own lives.

NATIONAL CAREER DEVELOPMENT GUIDELINES

The MAINE GUIDE: A Developmental Framework for Life Choices has been developed to correspond with the career development competencies stated in the National Career Development Guidelines as well as the Maine Department of Education's Comprehensive Guidance Model. The MAINE GUIDE -- CAREER TRANSITIONS FOR ADULTS, while not addressing each national competency verbatim, covers the various skill areas presented in the national model.

The National Guidelines, developed by the National Occupational Information Coordinating Committee, represent a major nationwide effort to foster career development at all levels of education. They are a competency-based approach to career development that serves as a blueprint for states, schools, colleges and universities, and human service agencies to plan quality career guidance and counseling programs.

ADULT LEVEL COMPETENCIES

The individual will:

demonstrate skills to maintain a positive self-concept.

understand developmental changes and transitions.

demonstrate the skills to enter and participate in education and training.

demonstrate skills to participate in work and life-long learning.

demonstrate the skills to locate, evaluate, and interpret career and occupational information.

demonstrate the skills to prepare to seek, obtain, maintain, and change jobs.

demonstrate an understanding of how the needs and functions of society influence the nature and structure of work.

demonstrate the skills to make decisions.

understand the impact of work on the individual and family life.

understand the continuing changes in male/female roles.

demonstrate skills to make career transitions.

recognize that cultural forces exist including racial, ethnic, and sex-role stereotyping.

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CAREER TRANSITIONS FOR ADULTS

ADULT LEVEL COMPETENCIES

The Maine Guide Steering Committee developed the following competencies to be addressed in CAREER TRANSITIONS FOR ADULTS.

The individual:

- understands the specific steps required to move toward life's goals.
- acquires the necessary problem solving skills and resources needed to manage life's transitions.
- has assessed personal interests, abilities, skills, values, and aptitudes.
- understands the changing roles of men and women and their relationship to work, family , and leisure.
- utilizes labor market, employment, education, and training information to assist in realistic goal setting and action-oriented planning.
- recognizes and utilizes personal functional and transferable skills in his/her life planning process.
- utilizes decision making skills to analyze options, set short- and long-range goals, including testing the reality of his/her career/life plan.
- develops a sense of control over career/life choices.
- begins to balance career/life goals with other areas of his/her life.

- can articulate and practice job seeking and job keeping skills.
- identifies skill needs requiring further education or training.
- is aware of nontraditional employment opportunities.
- is aware of the issues of equity in career/life planning.
- acquires the information and confidence to utilize supportive and helping persons and/or agencies.
- gains the confidence needed to implement career/life plans.
- understands that learning is a lifelong process.

Developed by the Maine Guide Steering Committee.

CAREER TRANSITIONS FOR ADULTS

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SECTION I:

SELF AWARENESS

MAINE GUIDE

CAREER TRANSITIONS FOR ADULTS

SECTION I: SELF AWARENESS – Getting Acquainted

RATIONALE: Introductions and warm-up activities are important. Participants need to feel comfortable with the facilitator and the members of the group before they can begin to share personal information.

OBJECTIVE: To help the participants and the facilitator get acquainted.

OUTCOME: The group will establish a comfortable working relationship.

TIME: 20 - 30 minutes

RESOURCES: 4" x 6" file cards and pins (or tape)

SUGGESTED STRATEGIES:

1. Start with yourself, disclosing information about yourself at the opening session. Data about your work history, family, current plans, joys, hopes or frustrations will make it easier for participants to talk about themselves. Whenever possible, include yourself in group activities.

2. Outline the course and ask the participants what their expectations are. Explain your expectations and any disparity between the two.

3. Ask each person to record his/her first name in the middle of the card and the following information in each corner:

A. the first three career dreams you remember (childhood aspirations)

B. one person you desire to be like

NAME

C. where you would most like to spend one year of your life

D. the best year of your life

4. Break the group into groups of four to six. Have participants pin or tape their card on themselves so it is visible. The participants will share the information on their cards within their small groups. Encourage them to ask questions of each other. Encourage each member to meet as many people as possible and to share at least one corner of the card.

5. Bringing the group together, use the following process questions:
Are childhood career/life dreams and aspirations consistent or related to current career/life interests and values? In what way? If not, what caused the changes?

6. After the sharing session, ask members to continue wearing their cards to increase opportunities to share and get acquainted during the remainder of the session.

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SECTION I: SELF AWARENESS -- Transition Stages

RATIONALE: Career Maturity has been defined as readiness to cope with the developmental tasks appropriate to one's life stage. The age of the person at the various times of transition are approximations, for there are great individual differences in any developmental process. The stages are merely the continuous processes of growth, exploration and transitions as people and situations change.

OBJECTIVE: To be aware that change is a natural function of life-long learning.

OUTCOME: Participants will use the concepts of change and transition as a framework for life/career planning.

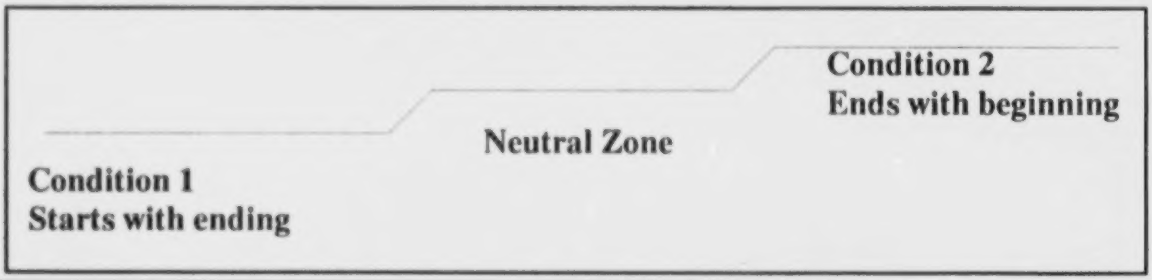
TIME: 60 minutes

RESOURCES: Adult Life Stages

SUGGESTED STRATEGIES:

1. Distribute handout. Give the participants time to read the material.

2. Explain that this information suggests that adulthood is not a static period and that it may differ regarding male/female issues. It should be made clear that stages and tasks overlap and that there is no set time to start the various tasks. The time frames in this material are general in which most people tend



to address those tasks. Caution must be kept in mind when using this model because it does not show the recycling that people go through when they encounter crises in their lives.

3. We transition when we move from one state to another. We start with an ending. What was is no longer there or the same as it was. We can't go back. We must go on to a new place in our life (job, school, training, relationship).

4. Not much happening in the neutral zone. There is a lot going on inside ourselves. We are getting ready for the next stage of transition.

5. When we come out of the neutral zone, we have made a transition, a change that allows us to make a new beginning. We must experience all parts of the transition process.

6. Stages of life are often exciting or painful if our changes are out-of-step with those closest to us. Remember, we all change many times throughout our lives.

7. Discuss the following questions with the participants:

   a) What tasks are you presently facing? Personal life, home, job, education/training?
   b) How do you feel about these tasks in relation to your age? Sex? Job? Education? Values?
   c) What tasks do you feel you need to work on? Did you skip over them earlier in your life?
   d) Is the order of tasks different for men and women? What are the differences? Why?
   e) What value choices have you made that influenced your adult development?
   f) What future choices are you about to make and how will those choices affect your development?
   g) Point out that some transitions are easy, some issues are difficult, some are big; some are small; some are voluntary and some involuntary. Share experiences.

ADULT LIFE STAGES

Most people agree that children grow and develop in stages. If you have watched young children growing up, you've probably seen the various stages of development. Children's internal "clocks" move them through a pattern of growth. This growth is physical, emotional, intellectual and social. Although children move at their own pace, most go through these stages at about the same age.

Many researchers now believe that adults go through life in stages also, with alternative periods of settling in and making changes. Children must master skills in a sequence, and so must adults. They must manage the tasks of each stage before moving on to the next. Knowing what to expect at each stage can help adults cope with the changes and challenges of growth.

The following chart displays some of the adult patterns and stages that have been identified by researchers. The terms for the stages and the exact ages for beginning and ending these stages vary and may overlap. It is also important to note that most of the research has studied the life experiences of men. Tasks in life stages of women may occur at different points.

Ages and Stages	Tasks and Transitions
Late Adolescence/ Young Adulthood 17-23	**1. Leave parents' home and control** **2. Develop independence and identity** **3. Strengthen friendships** **4. Begin work or college** **5. Make career choices** **6. Adjust to being on one's own** **7. Take first steps to adult roles**
Early Adulthood 23-32	**1. Choose a mate** **2. Begin parenting** **3. Get settled in a career** **4. Increase ability to rely on one's self** **5. Form adult friendships** **6. Begin planning for the future**
First Adult Assessment 30-34	**1. Question relationships** **2. Question values** **3. Question emerging identity as lifelong** **4. Think about major shifts in life direction**

Adulthood 34-42	1. Stabilize the life structure 2. Strive to advance in career 3. Become active in community 4. Commit more time and energy to family and personal interest
Midlife Stock-taking 39-42	1. Question values and achievements 2. Question self and the meaning of life 3. Re-examine marriage 4. Become aware of physical aging and the limits of the time left 5. Experience loss of stability
Middle Age 43-55	1. Stabilize the life structure again 2. Address issue of career, achievements, changes 3. Adjust to children leaving home 4. Address issue of aging parents 5. Develop social life
Late Middle Age 55-65	1. Adjust to physical changes 2. Deepen personal relationships 3. Strengthen self-acceptance 4. Pursue leisure activities 5. Prepare for retirement 6. Adjust to loss of mate
Young Old 65-75	1. Leave paid work 2. Demonstrate greater concern over health care 3. Manage leisure time 4. Adjust to spending more time with mate 5. Adjust to loss of mate 6. Adjust to new financial status 7. Take up search for meaning 8. Address issue of own maturity and death 9. Seek new ways to achieve
Old Age	Researchers continue to study this stage to identify its developmental tasks.

Source: Career Redirections for Adults, Northwest Regional Educational Laboratory

SECTION I: SELF AWARENESS -- Values Clarification

RATIONALE: One of the first steps in analyzing our needs and wants is to assess our basic life values. How we choose to spend our time often tells more about our values than what we say we value. Finding what is really important to us is often the most difficult part of change. Once we understand our basic life values, options can be evaluated and decisions can be made to change or not to change.

OBJECTIVE: To assist participants to consider their values and how those values affect their lives.

OUTCOME: Participants will demonstrate an understanding of their values and how those values affect their lives.

MATERIALS: Twenty Loves

TIME: 60 minutes

SUGGESTED STRATEGIES:

1. It is important for the participants to discover those value areas in their lives that are not being fulfilled. We often see our values as lasting and permanent. However, we experience changes throughout our lives. Exploring our changing values will help us to sort out options and choose directions that are meaningful to us.

2. Point out that we make choices all the time about how we are going to lead our lives. Our values often guide our choices regardless of our age or stage of development. When we make choices about important areas of our life such as religion, work, love, sex, leisure time, friends, we may experience conflicts with our values.

3. Consider how personal values affect our choice of career. How can understanding and consideration of our personal values help us in life and career choice?

4. Ask participants to volunteer a personal value. Discuss the characteristics of a value: what position was taken, how it was chosen, and how it was acted upon.

5. Distribute TWENTY LOVES and process as follows:

a.) Make a list of twenty things you really love to do.
b.) Give participants time to complete their lists. Some will have a lot of trouble getting twenty.
c.) Have participants complete the grid using the following instructions:

* Enter the date of the last time you did this.
* Do you prefer to do this alone or with other people? Enter "A" for alone; "P" for with other people.
* Would your living partner, family, or best friend like or approve of this thing? Choose whomever is closest to you and enter "Yes" or "No."
* Did you like to do this thing years ago? Enter "5" for five years, "10" for ten years, and so on.
* Do you plan to do this thing when you retire? Enter an "X" if you plan to do it when you retire.
* Does this thing require any risk, either physical or emotional? Enter "R" if it requires risk.
* Does this thing require intimacy? Enter "I" if it requires intimacy.
* Does this thing have to do with your work? Enter "W" if it is related to your work.
* Does this thing cost money? Enter "$" if it costs over $10.
* Do you need validation (credit, certificate, license, degree) ? Enter "V" if you need validation or if validation would make it better.
* Put a star by the five things you like the best.

d.) After you finish the sheet, ask the participants to reflect upon those things they marked with a star. Ask the following questions:

1. Have there been changes in your values over the past several years?

2. Are there things you love to do that you are not doing much anymore?

3. Have there been changes in your lifestyle? Should there be?

4. Do you like to be around people or do you prefer to be alone?

5. What proportion of the things that you love to do relate to your work?

6. How much of what you love to do involves your family?

e.) Ask the participants what they have learned from this activity. Have them write down three things they discovered or re-discovered about themselves. Be sure to allow some time for discussion of these sheets.

Sources: Values Clarification. Simon, Howe, and Kirschenbaum.Hart Publishing Co., New York, 1972.

MY TWENTY LOVES	Date	Alone or with people?	Approval from another?	Loved it 5 or 10 years ago?	Do it when you retire?	Risk?	Intimacy?	Work -related?	Costs $5 or more?	Validation?
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										
18.										
19										
20.										

SECTION I: SELF AWARENESS – Personal Balance

RATIONALE: This activity encourages the participants to think how they balance their lives in three areas: (1) work (paid or unpaid), (2) personal/inner self, and (3) the relationships that make up our roles as friends, spouse, parents.

OBJECTIVE: To assist adults in applying personal values to achieve balance in career goals and other life goals.

OUTCOME: Participants will demonstrate an understanding of how values affect the balance between career and other life goals.

RESOURCES: Values Checklist
Values Summary Sheet
Goals for a Balanced Lifestyle

TIME: 60 minutes

SUGGESTED STRATEGIES:

1. Distribute VALUES CHECKLIST and VALUES SUMMARY SHEET and have participants work individually, at their own pace.

2. Divide the participants into pairs. Ask the participants to share their value list along with noting which are being met and not being met. Frequently the "Work" area is the one most comfortably discussed.

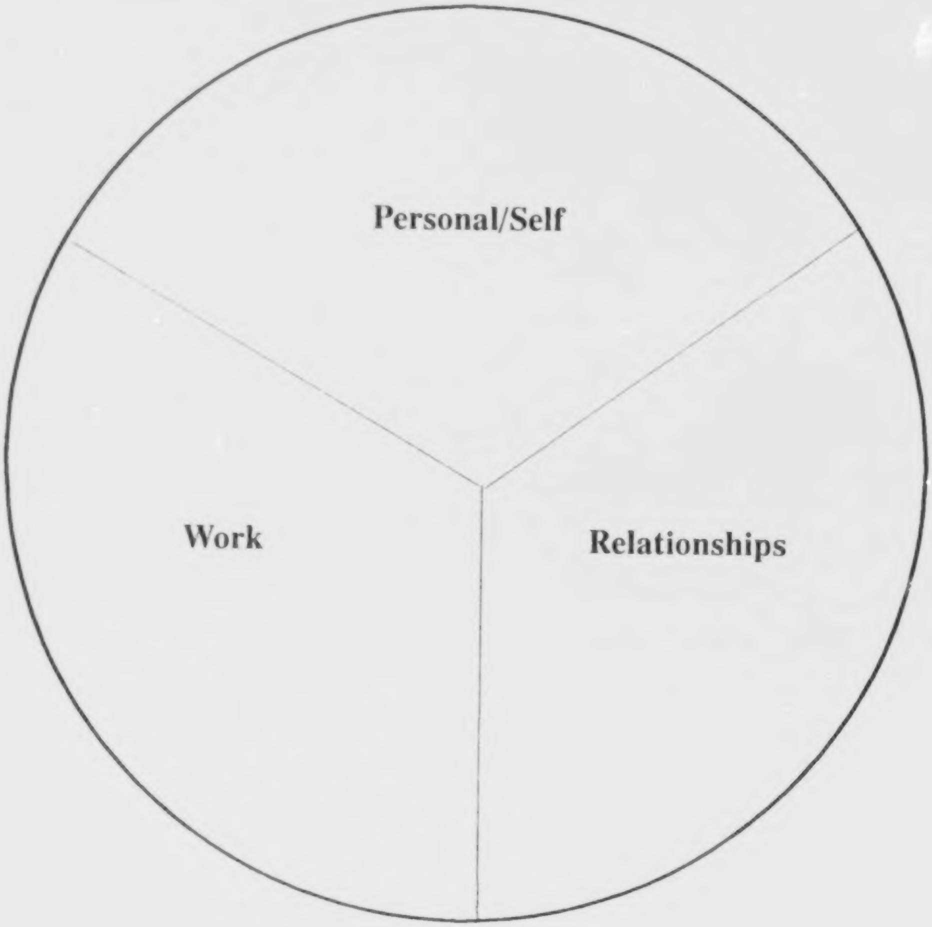
3. As a large group, process new insights from those willing to share. It is important to process this exercise. It can be unsettling for those to discover they have important un-met values. Where can you find resources to address those concerns? What personal resources are available? What professional resources are available?

4. On a piece of newsprint, draw a circle divided into three sections which represent Work, Personal/Self, and Relationships. Discuss that one way of show-

ing that we value something is to spend time on it. Creating balance in our use of time is crucial to creating harmony in the three areas of our lives.

5. Have each participant draw their personal value pie graph. Discuss how their allocation of time to the various areas may depend on their stage of adult development, family responsibilities, etc. Frequently , though, we can get a "little piece" of what we need for time to spend on an activity that we value.

6. Distribute GOALS FOR A BALANCED LIFESTYLE . Reflecting on the work done so far, have participants work in pairs and develop at least one action they can take to meet an un-met or under-met need.



Adapted from Work Values Inventory by Donald Super.

VALUE CHECKLIST

WORK VALUES

This checklist and rating scale will help you identify your values related to work. Using the following scale, rate the importance of these work values to you by checking the appropriate column:

VI = Very Important
SI = Somewhat Important
NI = Not Important

ON THE JOB, WHAT IS IMPORTANT TO YOU?	VI	SI	NI
Steady income with secure fringe benefits			
Chance for advancement; increased pay			
Travel			
Doing a variety of tasks			
Respect and recognition			
Friendly co-workers			
Pleasant physical surroundings			
Expectations by boss clearly defined			
Being in charge/supervising/managing, having authority			
Persuading others			
Motivating and inspiring others			
Teaching/training others			
Flexible hours; control over own time			
Regular hours (little overtime)			
Leaving my mark on the world			
Chance to use my own ideas/creative expression			
Working as part of a team			
Being my own boss			
Living in the Northeast			
Working on one project at a time			

	VI	SI	NI
Time and energy left for outside activities			
Opportunity to learn new things			
Working for a cause; being of service to others			
Having clearly defined tasks			
Spirit of competition; chance to be successful			
A lot of responsibility			
Physical activity			
Producing a tangible product			
Working with details, data, numbers			
Working with things/machines			
Challenging work			
Job security			
Desired salary (name amount)			
Seeing results of work; accountability			
Important, necessary work			
Opportunity to use my special skills/knowledge			
Working with an organization, individuals of high integrity			
Producing a high quality product			
Other:			

PERSONAL /SELF VALUES

IN YOUR PERSONAL LIFE, WHAT IS IMPORTANT TO YOU?

	VI	SI	NI
Experiencing a sense of accomplishment			
Making my mark in the world			
Serenity, a peace of mind; not to worry			
Financial security, not having to worry about bills and financial obligations			
Ability to have fun			
Knowing that I am growing intellectually			
Looking after my health, getting right exercise, eating right foods			
Being well-liked by co-workers			
Growing spiritually, having a religious strength			
Learning to accept myself, my limitations; liking myself			

	VI	SI	NI
Learning good people skills; managing conflicts; being sociable			
Growing toward emotional maturity; learning to understand and control my feelings appropriately			
Having a place to retreat to (home, etc.)			
Being able to enjoy a number of hobbies			
Being creative			
Maintaining my sense of humor			
Having a sense of spontaneity			
Other:			

RELATIONSHIP VALUES

REGARDING RELATIONSHIPS, WHAT IS IMPORTANT TO YOU?

	VI	SI	NI
Knowing lots of people, a big circle of acquaintances			
A strong family circle			
A good, solid one-to-one emotional relationship (spouse, partner)			
A strong support system, e.g., close friends, church, club, organization, union, sorority, athletic team			
An exciting romantic partner or lover			
Compatible colleagues (boss, peers, subordinates)			
A few close and intimate friends			
A network of good contacts, people who would be helpful if I needed career assistance			
People who I can help in some way; a feeling that I am useful to others			
Having consistent contact with people I care about (family, friends, etc.)			
People who help me learn, understand more			
Other:			

Source: Career Redirections for Adults. Northwest Regional Education Laboratory.

VALUES SUMMARY SHEET

Very Important Values	Satisfied	Not Satisfied
WORK		
PERSONAL/SELF		
RELATIONSHIPS		

GOALS FOR A BALANCED LIFESTYLE

To create a balanced life, we must identify our needs and satisfactions in the following areas:

WORK: What do I need to increase my work satisfaction and feelings of accomplishment?

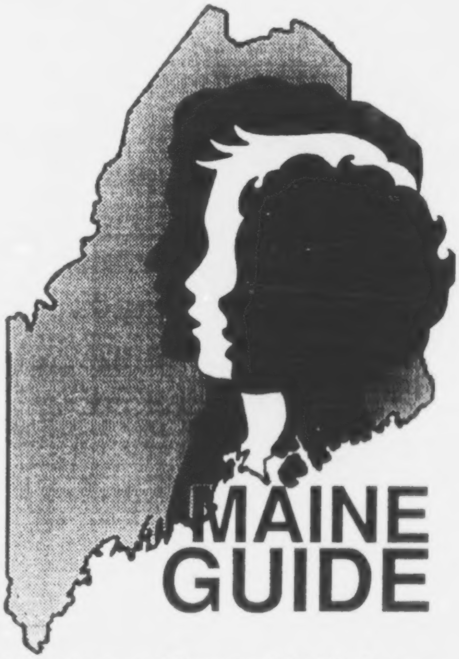
PERSONAL/SELF: To gain further self-understanding and maturity, what do I need emotionally, physically, spiritually, intellectually? What do I need to feel really good about myself?

RELATIONSHIPS: Do I need to add, correct, omit or deepen some relationships? Do I need to enlarge my circle? Are any of my relationships costing me growth and fulfillment in othervalue areas?

Based on the realities of your present situation and the insights gained from your self-discovery assessment, determine those areas of your life which need new goals. Be specific and action-oriented in stating your goals.

Work	Personal/Self	Relationships

CAREER TRANSITIONS FOR ADULTS


MAINE
GUIDE

A Developmental Framework for Life Choices

SECTION II:

SELF ASSESSMENT

SECTION II: **SELF ASSESSMENT -- Interest Assessment**

RATIONALE: The purpose of assessment is to provide the participant and the group leader with an accurate and thorough information base about the student in order to develop realistic goals.

OBJECTIVE: To understand the interrelationship of personal interests, likes, dislikes and career/life planning.

OUTCOME: Participants will demonstrate an understanding of how interests, abilities, strengths, weaknesses and other attributes relate to achieving personal career/life goals.

RESOURCES: Work Interest Inventory
Identifying Your Interests
or
Interest Inventory of your choice

TIME: 90 minutes

SUGGESTED STRATEGIES:

1. Introduce the concept of interests:

Our likes, dislikes, interests or preferences give us clues that are relevant to career planning and choices. Many people often make life choices that have little relationship to their personal interests, values or preferences. In dealing with adults for whose welfare we have some responsibility, it is important that they understand what a score means in regard to life planning. In order to know what we must consider in each individual's case in an empathetic way, we must combine test evidence with everything else we know about the person. The practice of basing important decisions on test scores alone is unsound.

2. Assessment provides a starting place for those who may otherwise be lost in a sea of options.

3. There are many good standardized interest inventories and instruments that are easy to use, thorough, and readily available. For example, The Harrington-O'Shea Career Decision Making System (American Guidance Service, Publishers' Building, Circle Pines, MN 55014- 1796, 1-800-328-2560) would be an excellent choice. We have included two informal instruments for use in this course. Instructors should be aware of gender bias in all assessment instruments.

4. It is important to take into consideration that many adults have had little or no experience with inventories and may be apprehensive. Time spent on orientation, purpose of the inventory, discomforts, and anxieties is well advised.

5. Participants should be encouraged to view assessment information as only one piece of the information puzzle. The information may or may not be new but it is essential to the development of a personally meaningful career/life strategy.

6. The WORK INTEREST INVENTORY is designed to help a person identify the degree of interest in eight categories of occupations. The user responds to 56 items using a 5-point scale. It is self-administered and self scored.

7. IDENTIFYING YOUR INTERESTS, allows the user to indicate his or her interest in given areas. This can be used to access the Guide for Occupational Exploration or other occupational material classified according to interest areas.

8. The inventories could be assigned as homework, with a discussion of the results, graphing the class as a whole, validity of the results taking place in the next class. If class time is used to administer and score the inventories, then discussion time for the above mentioned items will need to be scheduled.

MAINE GUIDE

CAREER TRANSITIONS FOR ADULTS

WORK INTEREST INVENTORY

DIRECTIONS: Read each activity and decide if you would enjoy doing that activity Then—

- Circle **1** if your answer is **no**.
  Circle **3** if your answer is **I don't think so**.
  Circle **5** if your answer is **I'm not sure**.
  Circle **7** if your answer is **I think so**.
  Circle **10** if your answer is **yes**.
- Write the number that you circle in the box at the end of the row. For example, if you circle **5** for row **a**, then write **5** in the box. $\boxed{5}$ Be sure to do this for every row.

	No	I don't think so	I'm not sure	I think so	Yes		
1. Would you enjoy:							
a. Typing letters	1	3	5	7	10	1a.	☐
b. Selling things door to door	1	3	5	7	10	1b.	☐
c. Dusting, cleaning, polishing	1	3	5	7	10	1c.	☐
d. Moving furniture	1	3	5	7	10	1d.	☐
e. Driving a taxi	1	3	5	7	10	1e.	☐
f. Fixing broken toasters..........	1	3	5	7	10	1f.	☐
g. Helping nurses in a hospital	1	3	5	7	10	1g.	☐
h. Playing in a band	1	3	5	7	10	1h.	☐
2. Would you enjoy:							
a. Adding numbers with a machine......................	1	3	5	7	10	2a.	☐
b. Selling clothing in a store.......	1	3	5	7	10	2b.	☐
c. Taking care of people's pets	1	3	5	7	10	2c.	☐

	No	I don't think so	I'm not sure	I think so	Yes		
d. Loading and unloading trucks	1	3	5	7	10	2d.	☐
e. Driving a delivery van	1	3	5	7	10	2e.	☐
f. Repairing radios and TV sets ...	1	3	5	7	10	2f.	☐
g. Helping a teacher	1	3	5	7	10	2g.	☐
h. Designing and painting signs ...	1	3	5	7	10	2h.	☐
3. Would you enjoy:							
a. Running a copying machine	1	3	5	7	10	3a.	☐
b. Selling cars	1	3	5	7	10	3b.	☐
c. Waiting on tables	1	3	5	7	10	3c.	☐
d. Working on a farm	1	3	5	7	10	3d.	☐
e. Driving a bulldozer	1	3	5	7	10	3e.	☐
f. Fixing cars and trucks	1	3	5	7	10	3f.	☐
g. Working in a child-care center	1	3	5	7	10	3g.	☐
h. Singing or dancing in a show ...	1	3	5	7	10	3h.	☐
4. Would you enjoy:							
a. Opening and sorting mail	1	3	5	7	10	4a.	☐
b. Selling products to stores	1	3	5	7	10	4b.	☐
c. Waxing floors or shampooing rugs	1	3	5	7	10	4c.	☐
d. Helping to drill for oil	1	3	5	7	10	4d.	☐

	No	I don't think so	I'm not sure	I think so	Yes		
e. Running a printing press	1	3	5	7	10	4e.	☐
f. Fixing sinks, drains and pipes	1	3	5	7	10	4f.	☐
g. Helping poor people	1	3	5	7	10	4g.	☐
h. Drawing pictures for books	1	3	5	7	10	4h.	☐
5. Would you enjoy:							
a. Filing letters and office forms	1	3	5	7	10	5a.	☐
b. Selling fruits and vegetables	1	3	5	7	10	5b.	☐
c. Preparing food in a restaurant	1	3	5	7	10	5c.	☐
d. Installing steel beams in buildings	1	3	5	7	10	5d.	☐
e. Running factory machines	1	3	5	7	10	5e.	☐
f. Fixing typewriters	1	3	5	7	10	5f.	☐
g. Helping people find what they need	1	3	5	7	10	5g.	☐
h. Making rings and bracelets	1	3	5	7	10	5h.	☐
6. Would you enjoy:							
a. Answering telephones	1	3	5	7	10	6a.	☐
b. Selling products over the phone	1	3	5	7	10	6b.	☐
c. Cutting and styling people's hair	1	3	5	7	10	6c.	☐
d. Installing carpets	1	3	5	7	10	6d.	☐

	No	I don't think so	I'm not sure	I think so	Yes		
e. Driving a fork lift	1	3	5	7	10	6e.	☐
f. Fixing broken watches	1	3	5	7	10	6f.	☐
g. Talking with old people.........	1	3	5	7	10	6g.	☐
h. Making pottery	1	3	5	7	10	6h.	☐
7. Would you enjoy:							
a. Greeting visitors	1	3	5	7	10	7a.	☐
b. Modeling clothes for buyers to see............................	1	3	5	7	10	7b.	☐
c. Carrying people's bags in a hotel	1	3	5	7	10	7c.	☐
d. Helping bricklayers	1	3	5	7	10	7d.	☐
e. Driving a tow truck	1	3	5	7	10	7e.	☐
f. Tuning and fixing pianos	1	3	5	7	10	7f.	☐
g. Helping people with problems	1	3	5	7	10	7g.	☐
h. Designing new clothing	1	3	5	7	10	7h.	☐

SCORE YOUR WORK INTEREST INVENTORY: You have been busy circling numbers to show how you feel about certain work activities. Now it is time to see what all this means. Here is what to do:

- Look back at the numbers you wrote in the boxes on the inventory. Copy them in the boxes below. Be sure to write each number in the box that has the same number and letter as the box you are copying from.

- After you have filled all the boxes, add the numbers across. Then write in the total at the end of the row. For example, your first row might look like this:

1 2 3 4 5 6 7

7 + 3 + 5 + 7 + 3 + 10 + 10 = 45

A ☐ + ☐ + ☐ + ☐ + ☐ + ☐ + ☐ = ☐

B ☐ + ☐ + ☐ + ☐ + ☐ + ☐ + ☐ = ☐

C ☐ + ☐ + ☐ + ☐ + ☐ + ☐ + ☐ = ☐

D ☐ + ☐ + ☐ + ☐ + ☐ + ☐ + ☐ = ☐

E ☐ + ☐ + ☐ + ☐ + ☐ + ☐ + ☐ = ☐

F ☐ + ☐ + ☐ + ☐ + ☐ + ☐ + ☐ = ☐

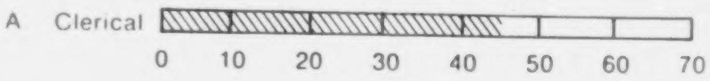
G ☐ + ☐ + ☐ + ☐ + ☐ + ☐ + ☐ = ☐

H ☐ + ☐ + ☐ + ☐ + ☐ + ☐ + ☐ = ☐

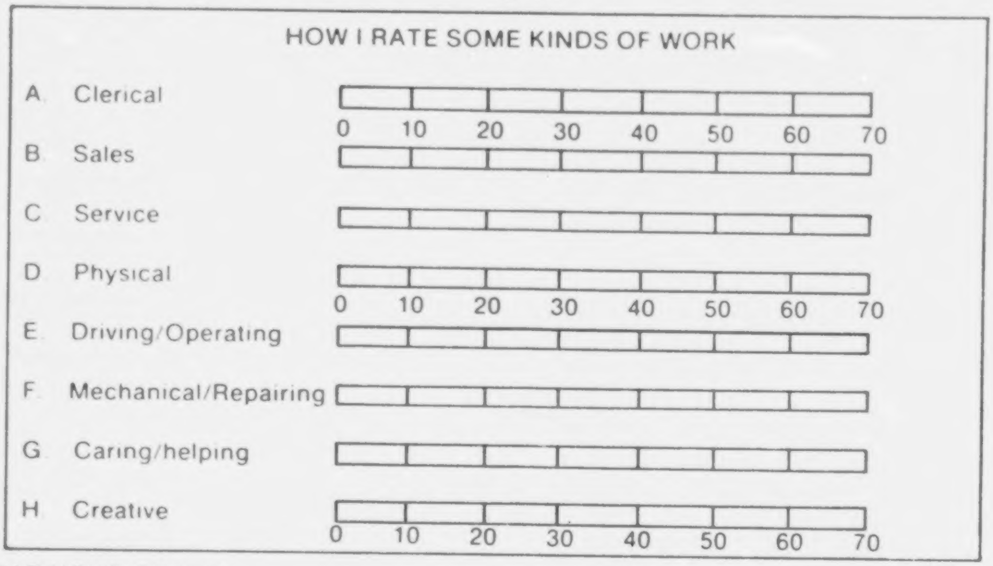
- After you write the total for each row, complete the graph on the next page.

GRAPH YOUR WORK INTERESTS: Completion of the graph will show you the kinds of work that seem to interest you most. Here is what to do

- The bars of the graph are lettered the same as the rows of boxes on the previous page Find bar A on the graph. Mark bar A so that it shows the total you wrote at the end of row A on the previous page.
- Darken the bar from 0 to the mark you made. For example, if your total for row A were 45, bar A on your graph would be like this.



- Repeat steps 1 and 2 for each bar on the graph.


HOW I RATE SOME KINDS OF WORK

READ YOUR GRAPH

After you have darkened all the bars on your graph you can determine some kinds of work that interest you The inventory checks your interests in only eight kinds of work. There may be other kinds of work in which you may be interested.

Look for your three longest bars on the graph Then list the kind of work that is printed before each of those bars.

Longest ____________________

Second Longest ____________________

Third Longest ____________________

Of the eight kinds of work listed above, these three seem to interest you most

SOURCE Region 4 Career Guidance Center (n d)

IDENTIFYING YOUR INTERESTS

Interests are preferences for certain types of activities. Identifying your interests is one of the most important personal characteristics for you to assess in making academic or career choices. Research indicates that you can predict satisfaction with an occupation if it is compatible with your interests.

Interests may be measured in several ways. You may compare your interests with *workers* in occupations or with the *work tasks* involved in the occupations. This exercise compares your interest with the work tasks of various occupations.

The Department of Labor has organized interests into 12 factors or career areas. Check the interest areas below that you would prefer if you were to begin a job tomorrow. Each of these interest areas can be related to a list of occupations through the *Guide for Occupational Exploration*.

Interest Factors*

	Like	Dislike
1. **Artistic**—interest in creative expression of feelings or ideas	____	____
2. **Scientific**—interest in discovering, collecting, and analyzing information about the natural world and in applying scientific research findings to problems in medicine, life sciences, and natural sciences	____	____
3. **Plants and Animals**—interest in activities involving plants and animals, usually in an outdoor setting	____	____
4. **Protective**—interest in the use of authority to protect people and property	____	____
5. **Mechanical**—interest in applying mechanical principles to practical situations, using machines, handtools, or techniques	____	____
6. **Industrial**—interest in repetitive, concrete, organized activities in a factory setting	____	____
7. **Business detail**—interest in organized, clearly defined activities requiring accuracy and attention to detail, primarily in an office setting	____	____

	Like	Dislike
8. **Selling**—interest in bringing others to a point of view through personal persuasion, using sales and promotion techniques	______	______
9. **Accommodating**—interest in catering to the wishes of others, usually on a one-to-one basis	______	______
10. **Humanitarian**—interest in helping others with their mental, spiritual, social, physical, or vocational needs	______	______
11. **Leading-influencing**—interest in leading and influencing others through activities involving high-level verbal or numerical abilities	______	______
12. **Physical performing**—interest in physical activities performed before an audience	______	______

Record your three strongest interest areas below.

Number	Name
______	______________________________
______	______________________________
______	______________________________

*From the *Guide for Occupational Exploration*, U.S. Department of Labor

MAINE GUIDE

CAREER TRANSITIONS FOR ADULTS

SECTION II: SELF ASSESSMENT -- Transferable Skills

RATIONALE: The skill identification and self-assessment process is one of the most demanding and rewarding tasks people face when making the transition from one career/job to another. Self-assessment is perhaps the most realistic approach for identifying people's strengths and competencies. However, it also takes a great deal of time and personal energy to develop a personal skill inventory.

OBJECTIVES: To assist participants to identify current skills that may transfer to a variety of jobs/careers.

To increase participants' confidence in themselves as skilled individuals.

To identify participants' skill development needs.

OUTCOMES: Participants will be able to identify current skills and use the information to move to a new job or career.

Participants will experience increased self-confidence.

Participants will identify their individual skill development needs.

TIME: 90 minutes

RESOURCES: Six to eight 8 1/2" x 11" sheets of paper and one sheet of newsprint per participant.
Markers, tape
Participant handouts: Paid /Unpaid Work Skill Assessment
Personal Achievements
Transferable Skills
The Missing Link

SUGGESTED STRATEGIES:

1. This exercise is designed to help career changers or people in transition to see themselves as skilled individuals--capable, experienced and employable. Some people will be modest in recognizing their skills; others will lack the self-esteem or confidence to make their individual assessment. By looking at their own strengths, they will be more capable of moving from "I can't do anything except what I have done in the past" to "I can take the skills that I have learned in the past and use them in new jobs or careers."

The process is self-affirming. Comments such as "I had no idea I had so many skills" are likely to be heard from participants. The problem then changes from "What can I do?" to "Where can I apply some of these identified (wonderful) skills?"

The Dictionary of Occupational Titles classifies skills into the following categories:

- Functional-Transferable Skills: Skills that are used in everyday life and in many work situations. They include organizing, persuading, writing, public speaking, problem solving, analyzing and so on. Becoming aware of these skills is essential when considering career/life change.
- Work Content Skills: Skills that relate to specific jobs that require technical or specialized training and education. Job specific skills are those skills that can be learned rapidly, such as operating machinery, mechanical drawing, the repairing of machines and appliances, keyboarding, and so on.
- Self Management Skills: Skills that relate to how you handle various situations, environments, and conditions. They include personal attributes such as sensitivity to others, ability to work independently, and being tactful in delicate situations. These skills are often linked to personality traits and should be factored into the career decision making process.

2. To assist participants to identify their skills more easily, a group task is suggested. The process will help participants become more comfortable in talking positively about themselves and in giving positive feedback to individuals about their accomplishments. Begin by having the participants review their past work experiences using PAID/UNPAID WORK SKILL ASSESSMENT. This worksheet should be completed as an individual activity.

3. After everyone is finished with the PAID/UNPAID WORK SKILL ASSESSMENT, divide participants into small groups of four to six.

4. Suggest to the group that by looking at our past achievements we can often recognize the skills those achievements demonstrate. An accomplishment is something you feel you have done well, that you enjoy doing, or that makes you feel proud. Distribute PERSONAL ACHIEVEMENTS.

5. Ask each group member to write down ten to fifteen achievements or accomplishments. Encourage them to think back to their childhood, schooling, extracurricular activities, previous employment, hobbies, and leisure time and to their past work experience.

6. Have each person pick his/her top six achievements and post them on the newsprint sheets.

7. Ask one person to volunteer to share one achievement and the steps involved in making it happen. Group members may ask for clarification. They may not ask why something was done or why it is considered an achievement.

8. Ask the volunteer to suggest to the group what skills were used in completing the accomplishment or achievement.

9. Have the group members assess what skills they believe were demonstrated by the volunteer and jot them down. To help participants label the skill areas, use TRANSFERABLE SKILLS IDENTIFIED BY EMPLOYER.

10. Each group member reads aloud their list of the skills suggested by the volunteer's achievement, and then gives the list to the volunteer.

11. Repeat the process until each member of the group has had an opportunity to receive positive, honest appraisal of skills.

12. Each participant listens to feedback and accepts the skills listed without comment. After listening, each individual could be given an opportunity to say whether or not a particular skill applies.

13. THE MISSING LINK provides a systematic way of linking skills to specific occupations. Twenty-two skills are listed that the user is asked to rate on two scales: How well can I do it? and How often do I do it? This activity provides a good opportunity to identify specific occupations that employ certain skills. The participant attempting to identify occupational options, however should be encouraged to consult other sources for additional suggestions for occupations. Many of the occupations listed are at entry level and may not be appropriate for the mid- or upper- level career changer. The information will be used in Section III--Exploring Careers.

Source: Bernard Haldane, Career Satisfaction and Success: A Guide to Job Freedom (New York: AMACOM, a division of American Management Association.

PAID/UNPAID WORK SKILL ASSESSMENT

JOB/TITLE COMPANY	DATES		WORK TASKS	LIKED Y/N	SKILLS	USE AGAIN
	FROM	TO				

PERSONAL ACHIEVEMENTS

For each of us, certain experiences stand out as important personal achievements. These will differ for each person. For one person it may mean learning to play a difficult piano piece; for another it might involve completing a landscaping project or writing an article for a local newsletter. The activities selected, however, should represent ones that you enjoyed doing or that you feel you have done well. In the following space, list all the achievements that come to your mind. Do not limit yourself in this list. It is important to spotlight as many experiences as possible that have been meaningful to you.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

Transferable Skills Identified by Employers

INTELLECTUAL/APTITUDINAL

Creativity
Imagination
Innovation
Problem Identification
Problem Definition
Managing One's Own Time
Basic Computation
Logical Thinking
Evaluating
Ability to Relate Common Knowledge or Transfer Experiences
Coping with the the Labor Market and Job Movement
Understanding Others
Synthesizing Information
Marshaling Available Resources
Accommodating Multiple Demands
Judgment
Foresight
Trouble Shooting
Job Awareness
Mechanical Aptitude
Typing
Accounting
Implementing
Self-Understanding, Awareness, Actualization
Situational Analysis
Assessing Environments
Assessing Situations
Understanding Human System Interactions
Organizational Savvy
Conceptualization
Generalization
Goal Setting
Controlling
Quantitative Thinking
Dealing with Work Situations
Finance
Tool Usage
Bookkeeping
Artistic Ability
Business Sense
Tolerance of Ambiguity
Honesty
Loyalty
Reliability
Risk Taking

INTERPERSONAL

Working with Others
Getting Along with Others
Relating to Others
Managing
Directing
Supervising
Empathizing with Others
Being Sensitive to Others
Teaching
Training
Instructing
Counseling

Interpersonal--Continued

- Motivating
- Gaining Acceptance
- Building Rapport
- Helping
- Cooperating
- Cultivating Cooperation
- Selling
- Accepting Supervision
- Delegating
- Instilling Confidence
- Team Building

ATTITUDINAL

- Diligence
- Positive Attitude Toward the Value of Work
- Receptivity
- Flexibility
- Adaptability
- Determination/Perseverance
- Responsibility
- Willingness to Learn
- Ambition/Motivation
- Self-Confidence
- Self-Discipline
- Pride
- Enthusiasm
- Patience
- Self-Actualization
- Assertiveness

Source: Transferable Skills: The Employer's Viewpoint. Columbus, Ohio: The Center for Vocational Education, The Ohio State University, 1977.

THE MISSING LINK

An Instrument for Matching Skills and Abilities with Employment

Rate yourself on these 22 skills/abilities by circling the numbers that most accurate describe how well, and how often, you do or have done each.

How Well Can I Do This	How Often Do I Do This
1 = Not at all	1 = Never
2 = Below average	2 = Seldom
3 = Average ability	3 = Occasionally
4 = Above average	4 = Often
5 = Exceptional	5 = Regularly

Skill/ability	Definition	How Well	How Often
1 Organizational	Coordinate various things, information, and/or people to accomplish a goal	1 2 3 4 5	1 2 3 4 5
2 Supervisory	Lead and/or supervise other people, delegate responsibility, mediate	1 2 3 4 5	1 2 3 4 5
3. Administrative	Establish objectives and priorities, identify resources and needs, make decisions, solve problems	1 2 3 4 5	1 2 3 4 5
4. Creative	Develop or produce something new, work with ideas, develop concepts	1 2 3 4 5	1 2 3 4 5
5 Artistic	Creatively work with color and design	1 2 3 4 5	1 2 3 4 5
6 Musical	Sing, play, or read music	1 2 3 4 5	1 2 3 4 5

Skill/ability		Definition	How Well	How Often
7	Craft	Use my hands to work with crafts (sewing, leather, pottery, knitting, etc.)	1 2 3 4 5	1 2 3 4 5
8.	Mechanical	Repair or operate machines, appliances, or tools	1 2 3 4 5	1 2 3 4 5
9.	Physical	Use muscles, strength, and/or coordination	1 2 3 4 5	1 2 3 4 5
10.	Space relations	Visualize or conceputalize the shape and surface of a finished object (three dimensional) from plans or drawings	1 2 3 4 5	1 2 3 4 5
11.	Abstract reasoning	Mentally follow a logical procedure without specific words or numbers as guides; analyze	1 2 3 4 5	1 2 3 4 5
12.	Research	Find information or discover answers in the laboratory or library	1 2 3 4 5	1 2 3 4 5
13.	Mathematical	Understand ideas expressed in numbers; think and reason with numbers	1 2 3 4 5	1 2 3 4 5
14.	Numerical	Work accurately with figures, handle money, attend to details	1 2 3 4 5	1 2 3 4 5
15	Clerical	Keep records, file, attend to details	1 2 3 4 5	1 2 3 4 5
16.	Language usage	Recognize errors in grammar, punctuation, spelling and syntax; use language correctly	1 2 3 4 5	1 2 3 4 5
17.	Communication (oral)	Understand and articulate ideas expressed in words; promote ideas orally	1 2 3 4 5	1 2 3 4 5

Skill/ability	Definition	How Well	How Often
18. Communication (written)	Communicate information or ideas in writing; organize thoughts or plans on paper	1 2 3 4 5	1 2 3 4 5
19. Persuasive	Demonstrate or sell products, services, or ideas to people	1 2 3 4 5	1 2 3 4 5
20. Counseling	Help other people solve their problems	1 2 3 4 5	1 2 3 4 5
21. Interpersonal	Relate well and work well with people, individually or in groups	1 2 3 4 5	1 2 3 4 5
22. Instructing	Teach a skill or knowledge to other people; facilitate learning situations	1 2 3 4 5	1 2 3 4 5

List your strongest skills (5s or 4s):	List skills used most frequently (5s or 4s):
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________

SOURCE Simonsen and Fuson (1979)

PART II: MATCHING SKILLS TO SELECTED OCCUPATIONS

Review the skills/abilities you identified in Part I as those you use often and do well. In this section you will use those skills to identify some occupations which require those skills/abilities.

Skills	**Occupations**
1. Organizational	1. Office manager 2. Market researcher 3. Bookkeeper 4. Secretary 5. Coordinator of volunteer services 6. Computer tape librarian
2. Supervisory	1. Program director 2. Small business manager 3. Production supervisor 4. Sales manager
3. Administrative	1. Small business manager 2. Administrative assistant 3. Coordinator of volunteer services 4. Real estate manager 5. Sales manager
4. Creative	1. Chef 2. Caterer 3. Artist, graphic 4. Advertising copywriter 5. Program director 6. Buyer, retail 7. Seamstress/tailor
5. Artistic	1. Artist, display 2. Floral arranger 3. Illustrator 4. Decorator service manager 5. Artist, graphic 6. Photographer
6. Musical	1. Music teacher 2. Music librarian 3. Activities coordinator 4. Therapy aide 5. Piano tuner

Skills	Occupations
7. Craft	1. Oculist
	2. Dental assistant
	3. Artist, graphic
	4. Floral arranger
	5. Seamstress/tailor
	6. Asembly worker
	7. Photographer
8. Mechanical	1. Word processor
	2. Machine operator
	3. Computer operator
	4. Electronic tester
	5. Typesetter
9. Physical	1. Activities coordinator
	2. Driver, delivery truck
	3. Driver, bus
	4. House painter
	5. Mail or stock clerk
	6. Artist, display
	7. Instructor, sports
10. Space relations	1. Decorator
	2. Draftsperson
	3. Dressmaker
11. Abstract reasoning	1. Underwriter
	2. Expediter
	3. Computer programmer
	4. Security guard
12. Research	1. Library aide
	2. Paralegal
	3. Laboratory technician
	4. Market researcher
13. Mathematical	1. Bookkeeper
	2. Draftsperson
	3. Accounting clerk
	4. Computer programmer
	5. Tax consultant

Skills	Occupations
14. Numerical	1. Accounting clerk 2. Teller 3. Bookkeeper 4. Cashier 5. New accounts representative
15. Clerical	1. Secretary 2. File clerk 3. Mail or stock clerk 4. Medical transcriptionist 5. General office clerk 6. Expeditor
16. Language	1. Proofreader 2. Editorial assistant 3. Secretary
17. Communication (oral)	1. Public relations assistant 2. Teacher aide 3. Salesperson, outside sales 4. Personnel interviewer 5. Receptionist. 6. Salesperson, telephone 7. Telephone operator 8. Information clerk
18. Communication (written)	1. Writer 2. Reporter 3. Secretary 4. Copywriter
19. Persuasive	1. Customer service representative 2. Salesperson, outside sales 3. Salesperson, telephone sales 4. Real estate manager 5. Employment counselor
20. Counseling skills	1. Customer service representative 2. Credit collector 3. Social service aide 4. Employment counselor 5. Police officer 6. Therapy aide 7. Patient accounts counselor

Skills	Occupations
21. Interpersonal relations	1. Therapy aide 2. Social services aide 3. Patient accounts counselor 4. Reservationist 5. Salesperson, outside sales 6. Salesperson, telephone sales 7. Food service worker 8. Security guard 9. Telephone operator
22. Instructing	1. Teacher aide 2. Activities coordinator 3. Instructor, sports 4. Account representative

SOURCE: Simonsen and Fuson (1979)

SECTION II: SELF ASSESSMENT -- Personal Career Profile

RATIONALE: This exercise is designed to involve participants in generating career ideas for every person in the group. These ideas should encompass the skills, interests, and values of each individual. Group members often produce potential career options that an individual would not have thought about on his/her own.

OBJECTIVES: To identify job alternatives based on combinations of skills, interests, and values.

To learn to use the group resources to generate ideas and contacts within the world of work.

OUTCOMES: Participants will identify job alternatives based on their personal combinations of skills, interests, and values.

Participants will use the group resources to generate ideas and contacts within the world of work.

RESOURCES: Personal Career Profile
Newsprint and markers

TIME: 60-75 minutes

SUGGESTED STRATEGIES:

1. Use the PERSONAL CAREER PROFILE to assist the participants in preparing a summary of their skills, interests, and values as identified in previous class sessions. Ask for volunteers to present their career profile to the group.

2. Have the group suggest occupations that match the skills, values and interests noted in the profile.

3. Develop a list on newsprint for each participant from the input from the group.

4. The leader may or may not wish to express opinions regarding appropriateness or reality of the generated options. Be aware of the group members' confidence needs. Sensitivity to individual group members is critical to their personal comfort.

5. The exercise will provide an easy transition into Section III -- Exploring Careers where the participants will be involved in a more formalized career exploration using resource materials.

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CAREER PROFILE

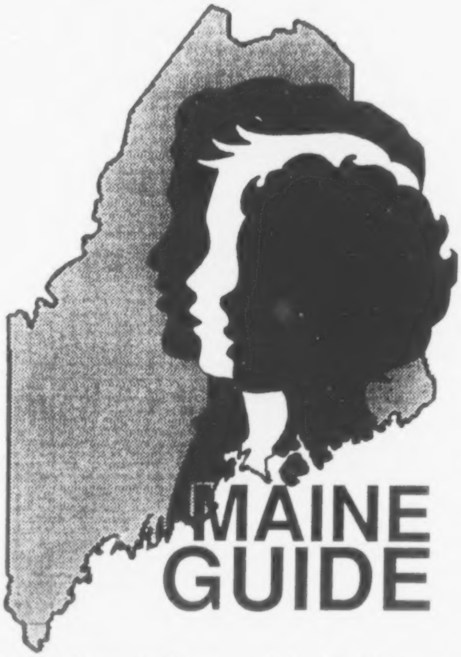
VALUES (PERSONAL & WORK):

SKILLS/ABILITIES:

INTERESTS:

CAREER OPTIONS:

CAREER TRANSITIONS FOR ADULTS



A Developmental Framework for Life Choices

SECTION III:

EXPLORING CAREERS

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CAREER TRANSITIONS FOR ADULTS

SECTION III:	**EXPLORING CAREERS -- Occupational Information**
RATIONALE:	Of all the activities faced by the career changer, getting information about new occupations is one of the most difficult. There are several barriers in this process: locating sources of information, accessing the information, making sense of the information, and using the information to help prioritize potential career options.
OBJECTIVES:	To acquire skill for locating, evaluating, and interpreting information about career opportunities. To utilize career information to formulate a tentative career plan.
OUTCOMES:	Participants will demonstrate the ability to locate, interpret, and use resources on careers/occupations. Participants will develop a tentative Career Plan.
RESOURCES:	Non-Traditional Jobs Career Exploration Worksheets Guide for Occupational Exploration Dictionary of Occupational Titles Occupational Outlook Handbook Maine Job Box Choosing a Training Program Career Planner Suggestions for a Career Resource Library
TIME:	4 hours

SUGGESTED STRATEGIES:

1. Exploration plays a crucial role in the process of making choices, whether the decisions are related to a career or to other aspects of our lives. Up to this point, participants have been involved in self-exploration. They've examined personal values, interests and skills and learned that each individual's pattern of growth and development is unique. As we move from one status to another, whether it is biological, social or occupational, we use exploration as a way of modifying our self-concept and determining what is to be our reality.

2. Career explorations are essential to the process of identifying realistic career possibilities. By investigating different work environments and seeking answers to questions about the nature of the job, the individual gradually develops a clearer picture relative to potential occupational choices. The process will help move the individual through three stages: fantasy choices, tentative choices, and finally, realistic choices.

3. Discuss NON-TRADITIONAL JOBS. For many participants, the concept of non-traditional jobs may be a provocative idea. Allow time for discussion.

4. The CAREER EXPLORATION WORKSHEET is a systematic approach to learning about an occupation. The form structures the use of various sources of information to describe and evaluate an occupation. Exploring occupations is an important activity to learn about the possible options in order to compare them, prioritize them, and eventually select one or more. The participants should explore more than one job and would, therefore, need to complete more than one sheet.

5. Brainstorm with the group the kinds of information they want to know about a job. Brainstorm where this information might be available. Some vocabulary may be unfamiliar (demand, growth, benefits, salary, commission) and should be explained.

6. Discuss the concept of occupational groupings. Occupations can be grouped in many ways: by interests, by tasks, by outlook, by geographic area, etc. There are specific resources that are organized by these groupings and make it easier to research occupations.

7. Distribute CAREER EXPLORATION WORKSHEETS. Explain to the participants that they are going to become familiar with some typical resources used in career exploration and do research into careers of interest to them.

8. Remind the group about the interest assessments done in Section II. Distribute copies of the GUIDE FOR OCCUPATIONAL EXPLORATION, or show them a copy, and discuss that this resource is grouped by the traits that workers bring to the job.

9. Have the group look at the list of interest areas in the front of the book. Photocopies of the interest sections could be distributed if copies of the book are limited. Referring to their interest areas from Section II, have the group select 2 areas in the GUIDE that match up with their interests. Have them locate the section in the book and read the material and select four jobs from each of the two areas: two they recognize and two that are unfamiliar, but sound interesting. They should note the 9-digit Dictionary of Occupational Titles number of the occupations.

10. Distribute the DICTIONARY OF OCCUPATIONAL TITLES. Explain that this resource is organized or grouped by tasks, the duties of a job. Using the 9-digit DOT number, have students look up the description of the eight occupations they have selected, read the descriptions and on that basis choose four for further research. Participants will then begin completing CAREER EXPLORATION WORKSHEETS for these careers.

11. Distribute copies of OCCUPATIONAL OUTLOOK HANDBOOK. Point out that this resource is grouped by families of occupations, but includes information on all aspects of the job: salary, growth, working conditions, education or training needed. Using the DOT index in the back of the book, have students find out additional information about their career choices, filling in the CAREER EXPLORATION WORKSHEETS.

12. Introduce participants to the MAINE JOB BOX. Each participant will check the JOB BOX for career information specific to Maine: job outlook, salary, where jobs may be found. This information will be noted on the WORKSHEET.

13. Upon completion of the CAREER EXPLORATION WORKSHEETS, participants should choose one career and complete the CAREER PLANNER. This could be a homework assignment to be discussed in the next class.

14. The CAREER PLANNER is designed to help participants determine if their proposed career choice is consistent with their goals, values, interests, etc. The form provides a systematic means of exploring potential occupations and evaluating them. The form is well organized and thorough. Individual student/teacher sessions to review tentative career plans is highly recommended.

15. Depending on the career plans of the group, and their current educational status, participants who intend to go on to further training may complete the CHOOSING A TRAINING PROGRAM worksheet.

16. Use class time to discuss the requirements of the home work assignment . Students may need varying amounts of help locating and accessing information. Coordinating the activity with the high school guidance office or college advising and counseling office is advisable. The leader should check all of the exploration worksheets. Be prepared to spend some time in class to process the worksheets.

17. It is imperative that the instructor preview the resources listed in this section, or the resources available at their site, in order to become familiar with- the content of each document. High school guidance offices, college career planning offices, and public libraries will have many of these resources or adequate substitutes. The instructor may wish to develop an on-site career resource library to assist the participants to more easily complete their career explorations. See SUGGESTIONS FOR A CAREER RESOURCE CENTER for materials to be included in a center.

NON-TRADITIONAL JOBS

Non-traditional jobs offer a variety of advantages. Some of the major rewards include the following:

- Non-traditional jobs often afford the opportunity for better pay for women. Men working in jobs which are non-traditional for them (the female-dominated jobs) often earn more than women who work in these jobs.
- Non-traditional jobs, especially those in the apprenticeable trades, usually have established steps for advancement.
- In non-traditional jobs which are unionized, the wages are usually higher; various fringe benefits and job protections may be negotiated.
- Most non-traditional jobs require specialized skills, which usually are compensated according to the amount of training or education.
- Many non-traditional jobs in the skilled trades have potential over-time pay.

Non-Traditional Career Opportunities for Women

Highway Patrol
Science
Architecture
Shipping
Computer
Drafting
Office Equipment Repair
Construction Worker
Carpenter
Air-Conditioning Mechanic
Auto Body Repairer
Greenskeeper
Engineering
Mathematics
Protective Services (fire/police)
Transportation (airlines/trucking)
TechnicianElectronics
Surveying
Small Appliance Repair
Auto Machanic
Plumber/Pipefitter
TV/Radio Repairer
Welder
Firefighter

Non-Traditional Career Opportunities for Men

Cosmetologist
Bookkeeper
Secretary
Telephone Operator
Dietitian
Kindergarten Teacher
Registered Nurse
Cashier
Child Care Worker
Licensed Practical Nurse
Flight Attendant
Mail Clerk
Stenographer
Typist
Elementary School Teacher
Librarian
Therapist
Sales Clerk
Dental Assistant

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CAREER EXPLORATION WORKSHEET

Job title: **Interest area:**

Typical duties:

Hours and work environment:

Starting salary: **National** **State**

Outlook for the occupation: **National**

State

Amount of training required for entry; licenses; tests:

Physical demands of the job and/or handicap adaptations necessary:

Talents, aptitudes and strengths necessary to do the job:

High school classes necessary for job entry or for post-secondary training:

Where can you find employment in this field? Will you have to re-locate?

How do your talents, aptitudes, and strengths compare with those necessary to be successful on the job?

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CHOOSING A TRAINING PROGRAM

Use this chart to help compare and study different programs that interest you.

	Program Name	Program Name	Program Name
What is studied?			
Kinds of classes?			
Activities?			
How long will it take?			
How much will it cost? (Tuition, books, fees, child care, transportation?)			
What type of job (or jobs) will it lead to?			
What would the day-to-day work be like?			
What is the job outlook for graduates of this program?			

	Program Name	Program Name	Program Name
What would the starting salary be?			
What type of preparation will I need to begin this program?			
What is competition like for these classes?			
Can I handle the material to be studied? (Other classes, study skills?)			
How well does this program match my interests, abilities, skills and future desires?			

CAREER PLANNER

YOUR TENTATIVE CAREER CHOICE:

I. PERSONAL FACTORS:

A. List your personal goals.

B. Describe your desired life-style.

C. List four values you hold.

D. Is your career choice consistent with your personal goals, lifestyle and values? Why?

II. INTERESTS AND ABILITIES

A. List four interests that you have.

B.What skills or abilities related to your interests are required by your career choice?

III. JOB CHARACTERISTICS

A. What are the general duties or the nature of the work associated with your career choice?

B. What special training or qualifications are required to enter your chosen career field?

How long will it take to get this training?
Are there places where you can get financial assistance? Where can you go for help?

Will you need to make a personal investment (office space, equipment, tools) to enter your chosen career? What will this equipment cost if you purchased it today?

C. Where would you go to get the training required to enter your chosen career?

D. What are the possibilities for advancement in your career area?

What position would you advance to if you could?

What training or skills do you need to advance in your area?

How many months or years of experience will you need in your career area in order to advance to the position you desire?

E. What is the working environment or conditions associated with your career choice? (Indoors/outdoors, hours, hazards, shift work)

F. What kinds of fringe benefits are associated with your career?

Do firms or businesses who hire employees for your career offer health insurance, life insurance, sick leave, vacation time?

Are there retirement plans, pension plans, profit sharing plans, stock options, or savings plans associated with those industries who employ workers in your career choice area?

G. What is the wage structure associated with your career choice?

Hourly wages, piece or quantity production wages, commissions, salary paid monthly, bi-weekly, weekly

IV. DEMAND FOR THE OCCUPATION

A. What is the expected demand for workers employed in your field?

B. Where (geographic locations) do they employ large numbers of workers in your career area of interest?

V. RELATED OCCUPATIONS

A. List at least three other positions you would qualify for if you possessed all of the skills needed and related to your career choice.

B. List two jobs you could do now, while you wait for openings related to your career area.

VI. STEPS TO TAKE NOW

A. Experience you can obtain

B. Courses you can take

VII. QUESTIONS/RESOURCES

What else do you want to know about your career choice?

Where can you go for further information?

List the names of three people you can contact for more specific information about your career choice.

Source: Region 4 Career Guidance Center Career Competency Activities. State Board of Education, Springfield, IL.

Suggestions for a Career Resource Library

Career Information Delivery System : Guidance Information System, CHOICES, DISCOVER software. Contact Maine Occupational Information Coordinating Committee, Station #71, Augusta, ME 04333 (207/289-2331).

Dictionary of Occupational Titles. 4th ed. U.S. Department of Labor. Washington, DC: U.S. Employment Service, 1977.
4th Edition Dictionary of Occupational Titles Supplement, 1986.

Discover What You're Best At: The National Career Aptitude System and Career Directory. Barry and Linda Gale. New York: Simon & Shuster, 1982.

Do What You Love, The Money Will Follow. Marsha Sinetar. New York: Dell Trade Publications, 1988.

Encyclopedia of Careers and Vocational Guidance. 7th ed. William E. Hopke, editor-in-chief. Chicago: J.G. Ferguson Publishing Co., 1987.

Guide for Occupational Exploration. 2nd ed. Thomas F. Harrington and Arthur J. O'Shea, editors. Circle Pines, MN: American Guidance Service, 1984.

Maine Job Box, Maine Occupational Information Coordinating Committee.

Occupational Licensing Requirements. Maine Department of Labor.

Occupational Outlook Handbook 1990-91 ed. U.S. Dept. of Labor. Washington, DC: DOL.
Occupational Outlook Quarterly. U.S. Dept.of Labor. Washington, DC: DOL. Subscription.

Peterson's Guides (to all kinds of post secondary opportunities) Princeton, NJ.

Sweaty Palms: The Neglected Art of Being Interviewed. H. Anthony Medley. Berkeley:Ten Speed Press, 1984.

U.S. Industrial Outlook. U.S. Department of Commerce. Washington, DC, 1991.

Vocational Biographies. (subscription) Sauk Centre, MN.

What Color is Your Parachute? Richard N. Bolles. Berkley: Ten Speed Press, 1991.

Wishcraft: How to Get What You Really Want. Barbara Sher and Annie Gottlieb. New York: Ballantine Books, 1979.

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SECTION III: EXPLORING CAREERS -- Personal Finance and Financial Aid For Your Education

RATIONALE: The job and skill requirements of the future will be higher and they will be different. These new occupations will require job-specific skills and training and retraining of the work force. The ability to manage our personal finances and to access financial aid is critical in order to allow people to pursue productive and rewarding lives in the 21st century.

OBJECTIVE: To assist participants who want help in managing their finances and obtaining financial aid in order to participate in postsecondary education and/or training.

OUTCOME: Participants will identify and demonstrate the ability to apply for and secure financial assistance for postsecondary education and/or training.

TIME: 90 minutes

RESOURCES: Monthly Financial Planner
Financial aid forms and scholarship information
Guest speakers (college financial aid officer, high school guidance counselor, bank loan officer)

SUGGESTED STRATEGIES:

1. Brainstorm with the group the kinds of financial obligations, the kinds of bills they have to or will have to pay as an adult. Gather from the group estimates of how much money each of these bills would require each month. Total the amounts of monthly expenditures and ask participants to compare that amount with the starting salary of the career of their choice, using information from the CAREER EXPLORATION WORKSHEETS.

2. Discuss budgets and determine which categories of bills could be reduced if they do not fit within the limits of their projected salary.

3. Participants will complete MONTHLY FINANCIAL PLANNER to assess their personal financial resources as a step toward applying for financial aid. Depending on participant need for this kind of information, a guest speaker from a local bank could be invited to speak on this topic.

4. Contact the high school guidance office or a college financial aid office and arrange for a presentation to the group. The counselor or financial aid officer should have all the necessary information and forms in order to locate and apply for financial aid. Another source is the local bank representative involved in student educational loans.

Other Possible Resources for Financial Aid:

-Apprenticeship Programs
-US Military Programs
-Handbooks on Financial Aid. (Lovejoys, V.F.W., Dept. of Education)
-Fraternal orders
-Churches
-Service Clubs
-University System
-Finance Authority of Maine

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MONTHLY FINANCIAL PLANNER

A. BASIC EXPENSES

Food ________
Rent or Mortgage ________
Clothing ________
Laundry/Dry-cleaning ________
Cooking/Heating Gas ________
Fuel Oil ________
Electricity ________
Water ________
Telephone ________
Insurance Payments ________
Doctor and Dentist ________
Medicine ________
Taxes ________
Church ________
Bus and Cab Fares ________
Daily Expenses (Lunch, etc.) ________
Car Repairs/Gasoline ________
Entertainment ________
Personal & Grooming ________
Home Repairs/Upkeep ________
Savings ________
Other ________
____

TOTAL BASIC EXPENSES:
$ ________

B. OTHER BILLS I OWE

Loan Company or Bank ________
Department Stores ________
Car Payments ________
Hospital ________
Other ________

TOTAL OTHER BILLS:
$ ________

C. WHAT I SPEND EACH MONTH:

Total Basic Expenses +
Total Other Bills = $ ________

D. MY MONTHLY INCOME:

(Take Home Pay)
Employment ________
Social Security ________
Pension ________
Public Assistance ________
Alimony ________
Rentals ________
Insurance Dividends ________
Other ________

TOTAL MONTHLY INCOME:
$ ________

E. THIS IS WHAT I HAVE LEFT FOR ADDITIONAL CASH OR CREDIT BUYING:

$ ________

(Subtract What I Spend Each Month from Total Monthly Income)

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SECTION III: EXPLORING CAREERS -- Networking

RATIONALE: As people approach life or career changes, they are often immobilized by the perceived mountain of obstacles standing between them and their goals or dreams. They see no way to gather the information, resources, or to meet the right people to get over the mountain. By networking, it is possible to change the statement, "I can't because I don't have 'x'," to "How can I get 'x'?"

OBJECTIVE: To utilize the resources available within your personal sphere to reach personal and career goals.

OUTCOME: Participants will be able to gather needed information and make personal contacts by using networking techniques to reach personal and career goals.

TIME: 60 minutes

RESOURCES: 3x5 cards, pins or tape
Networking System
Assessing My Support System

SUGGESTED STRATEGIES:

1. This exercise is designed to give the participants the techniques and experience to use the resources within their personal sphere to overcome many obstacles.

2. Research has shown that, within three contacts, people can get any kind of information or meet anyone they choose. Use NETWORKING SYSTEM as a visual aid. Practice this with the class by asking participants to name a career in which they are interested. Ask all the participants to think about their network -- everyone they know who might know someone who....

3. Ask each participant to join your network by filling out a 3x5 card. On their cards invite them to write:

- -name, address and phone number
- -skills
- -goal: What do you want/need?
- -main obstacle: What is the problem?

4. Instruct the group to pin/tape the card on to themselves and move about the room and find three (3) people to help them achieve their goal and overcome their obstacles. After a few minutes, have them switch roles so the partner who has been giving ideas asks for them. Everyone should be talking and scribbling frantically. Keep the time pressure on the group. It will encourage them to be direct and on task. The instructor will have to be assertive in requiring them to find the next partner.

5. After the second set of partners have had a complete exchange, change partners again. If people can't find a partner, have them raise their hands so that you can help them find new partners.

6. At the end of the networking experience, allow some free time so that people who had more ideas can get together. Ask for feedback on how the process worked for the participants. Most people come out of the experience simply amazed at the energy and information they received.

7. Process the experience and show how the networking technique can be used:

-Breaks down barriers between self and strangers.

-Sharpens our sense of how to ask for what we want.

-Great way to meet new people and increase your support system.

-Get fresh and imaginative influx of new ideas, information, and contacts.

8. Other suggestions that help people get what they want are listed below. Gather other ideas from the group.

-Tell everyone you know about your dream/goal. Ask for ideas.

-Ask everyone. Don't limit yourself to people you think will know. You can find experts everywhere.

-Start a resource file of people who have ideas, skills, experience, or interests you like or need.

-Write a short letter about your goals/dreams and the problems you are facing in reaching them. Be specific about your needs. Ask for ideas.

-Find a "buddy" who is a good listener and who can reflect your ideas back to you in a new way.

-Clip and file interesting information.

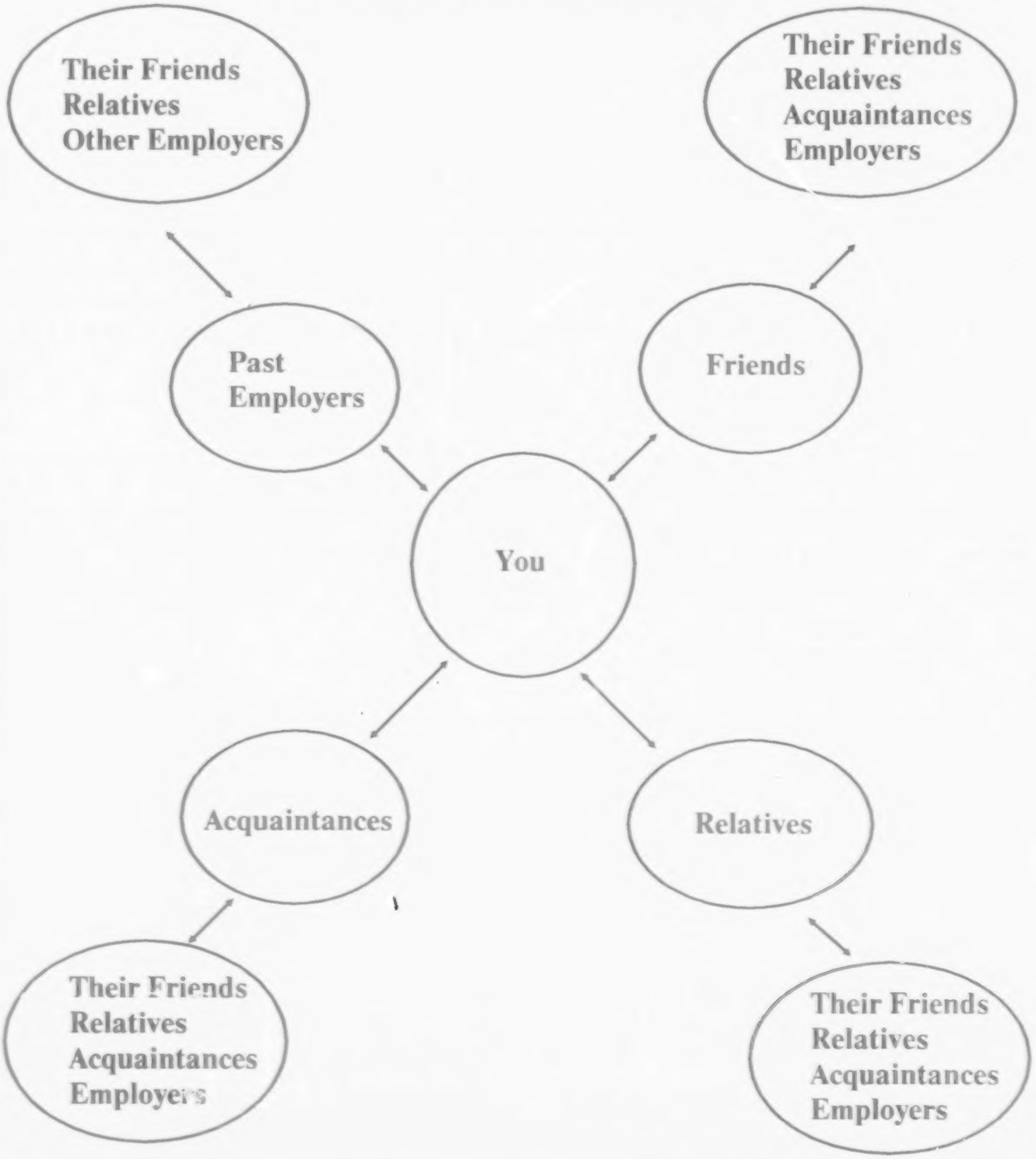
-Collect business cards.

Have fun! You have the resources within you to get what you want.

9. As an optional or additional activity to help the participants look at their support systems, ASSESSING MY SUPPORT SYSTEM may be used either as a classroom activity or homework. Remind the group of skills they used in the networking activity. It is important to take some time to process the experience with individuals or as a group. Some people may be able to complete the activity easily. For others, it may be very difficult as well as painful. It is easy to make harsh judgments about ourselves when we observe "others" more able in completing a task. Point out to the participants that there are ways to increase our support system. Take time to brainstorm ways to increase support systems.

Source: Wishcraft and Teamworks! by Barbara Sher and Annie Gottlieb, Ballantine Books, N.Y.

NETWORKING SYSTEM


Their Friends
Relatives
Other Employers
Their Friends
Relatives
Acquaintances
Employers
Past Employers
Friends
You
Acquaintances
Relatives
Their Friends
Relatives
Acquaintances
Employers
Their Friends
Relatives
Acquaintances
Employers

ASSESSING MY SUPPORT SYSTEM

(Based on a holistic health concept of mind/body/spirit)

In the boxes below write the name(s) of people in your life that fit the descriptions.

Have fun with/laugh with.	Like to do things with - activities, hobbies, sports, community service, etc.
Are intellectual stimulants -promote the expansion of your thinking, knowledge and inquiry.	A "Wellness" buddy(ies) - will urge, remind and help reinforce daily, disciplined health practices, e.g.: nutrition, exercise, meditation, etc.
Are nurturing, supportive, comforting, non-judgmental. Will validate and affirm - give lots of positive strokes - help when in trouble.	A spiritual "tonic" - shares your spiritual values and faith.
Will "actively listen" - be a "sounding board" and/or give honest, direct, responsible, appropriate and objective feedback. Can trust, is confidential.	Best friend(s) - accepts you as you are, yet encourages you to grow to your optimal potential (could be a spouse or relative).
Persons I care about - if going through anguish & hurt, I would support, listen, give feedback, etc. - & reciprocate the above. A personal commitment.	

Source: Gloria Marguerite Davenport adapted from Sid Simon

CAREER TRANSITIONS FOR ADULTS

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GUIDE

A Developmental Framework for Life Choices

SECTION IV:

GOAL SETTING

SECTION IV: GOAL SETTING -- Decision Making

RATIONALE: We are confronted with different situations that require us to make decisions every day. Some decisions have the potential for having a profound influence on the direction and quality of our lives. Because of the many alternatives available to us, how or what to decide is often confusing. What action to take after a decision can be confusing also.

OBJECTIVES: To understand how to make decisions and choose alternatives related to setting tentative personal, educational and career goals.

OUTCOME: Participants will use decision making skills to set priorities.

RESOURCES: Patterns of Decision Making
A Five -Step Decision Making Process

TIME: 60 minutes

SUGGESTED STRATEGIES:

1. Decision making is a skill that can be practiced and improved. It is a skill that can promote personal happiness and a sense of control over our lives. Through practice in decision making, the participants will be able to develop action plans which establish and prioritize goals in terms of achievable and measurable behaviors. Distribute PATTERNS OF DECISION MAKING.
2. Divide the participants into groups of three or four.
3. Ask each group to come up with examples for each pattern.
4. Bring the group back together and ask each small group to share one example for each pattern discussed.
5. Take a poll of how many currently use each decision making pattern.

6. Ask the participants: What are some patterns they would prefer to use with their increased awareness? Any patterns not listed that you could add? Which pattern would be best to use in most circumstances?

7. Lead a discussion of steps of decision making using examples of decisions from the group. Distribute A FIVE-STEP DECISION MAKING PROCESS. Practice making decisions using the process and situations generated from the group.

8. It may be reassuring for some to learn that even those skilled at decision making have some degree of uncertainty about their decisions. It should be stressed that eventually a person needs to act. A decision is not really effective unless some action takes place.

PATTERNS OF DECISION MAKING

Decision making patterns are learned. A pattern is not good or bad or right or wrong in itself. Different strategies are used at different times for different situations by different people. Recognizing how we make decisions in a variety of circumstances can help us choose the right strategy to achieve our goal. The following list suggests some of the ways people go about making decisions.

Planning:	**"Weighing the facts" Consideration of values, objectives, necessary information, alternatives, and consequences. A rational approach with a balance between cognitive and emotional.**
Impulse:	**"Don't look before you leap" Little thought or examination; taking the first alternative.**
Intuitive:	**"It feels right" A mystical, preconscious choice based on "inner harmony."**
Compliant:	**"Anything you say, Sir" Nonassertive; let someone else decide; follow someone else's plans.**
Delaying:	**"Cross that bridge later" Procrastination, avoidance, hoping someone or something will happen so that you won't have to make a decision. Taking a moratorium; postponing thought and action.**
Fatalistic:	**"It's all in the cards" What will be will be. Letting the environment decide; leaving it up to fate.**
Agonizing:	**"What if? "I don't know what to do" Worrying that a decision will be the wrong one. Getting lost in all the data; getting overwhelmed with analyzing alternatives.**
Paralytic:	**"Can't face up to it" One step further from "What if". Complete indecision and fear. Accepting responsibility but being unable to approach it.**

A FIVE-STEP DECISION MAKING PROCESS

Not all situations lend themselves to the luxury of a carefully thought out plan. A five-step process can serve as a guide--a plan of action--that can be helpful in decision making.

1. **Identify the issue or problem**
2. **Explore the issue or problem: alternatives and consequences**
3. **Choose a next step**
4. **Act upon your choice**
5. **Evaluate the results**

Repeat the process as needed.

SECTION IV: GOAL SETTING -- Building Self Confidence

RATIONALE: Lack of confidence or a poor self-image is a major stumbling block for many people changing careers. It is often helpful to address more specific issues (punctuality, for example) rather than general personal deficits (such as feeling down and out). When a person is successful in coping with a specific issue, confidence and self-esteem result.

OBJECTIVE: To help participants set goals and target dates to meet those goals with confidence.

OUTCOME: Participants will be able to set goals within a time frame with a sense of personal confidence.

RESOURCESS: Personal Qualities Worksheet

TIME: 20-30 minutes.

SUGGESTED STRATEGIES:

1. The exercise is designed to help participants change their personal focus from feeling inadequate to working on specific problem areas. It may not be possible for a person to change overnight, but identifying specific areas to work on gives an individual some chance to succeed with particular difficulties. This exercise assists individuals to gain confidence by setting goals and establishing target dates and specific strategies to obtain those goals.

2. To introduce the activity, choose several desirable qualities or abilities and brainstorm with the group specific steps one could take to achieve them. Encourage participants to read through the entire PERSONAL QUALITIES WORKSHEET, then go back and select qualities they feel are most important. Caution participants not to avoid an area where they really need improvement.

3. Encourage participants to set specific target dates for goals that are important to them, and contract with a friend for mutual support. Check individual plans with the group before the session ends. The combined brainpower of the group can be used if participants need assistance in developing an action. If time is a factor, completion of this exercise can be a homework assignment. After individuals have completed the exercise at home, they could share any difficulties with the group.

Source: Career Redirections for Adults. Northwest Regional Education Laboratory.

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PERSONAL QUALITIES WORKSHEET

I am an honest person and will answer to the best of my ability all questions about myself and my employment plans.	Where I am today: 1 2 3 4 5 6 7 Where I'd like to be: 1 2 3 4 5 6 7	Target date: Action:
I am emotionally mature, well-adjusted and able to cope with problems, people and stress.	Where I am today: 1 2 3 4 5 6 7 Where I'd like to be: 1 2 3 4 5 6 7	Target date: Action:
I am dependable and punctual.	Where I am today: 1 2 3 4 5 6 7 Where I'd like to be: 1 2 3 4 5 6 7	Target date: Action:
I am self-confident, as shown by my initiative and ability to solve problems in the past.	Where I am today: 1 2 3 4 5 6 7 Where I'd like to be: 1 2 3 4 5 6 7	Target date: Action:
I'm a self starter and highly motivated.	Where I am today: 1 2 3 4 5 6 7 Where I'd like to be: 1 2 3 4 5 6 7	Target date: Action:
I get along with people successfully and cooperate in a work situation.	Where I am today: 1 2 3 4 5 6 7 Where I'd like to be: 1 2 3 4 5 6 7	Target date: Action:

I can take orders well.	Where I am today: 1 2 3 4 5 6 7 Where I’d like to be: 1 2 3 4 5 6 7	Target date: Action:
I can ask questions if I don’t understand something.	Where I am today: 1 2 3 4 5 6 7 Where I’d like to be: 1 2 3 4 5 6 7	Target date: Action:
I want to learn all I can about my job and other phases of the company’s work so I can be of value as an employee.	Where I am today: 1 2 3 4 5 6 7 Where I’d like to be: 1 2 3 4 5 6 7	Target date: Action:
I am ambitious and do not plan to stay in the same position indefinitely.	Where I am today: 1 2 3 4 5 6 7 Where I’d like to be: 1 2 3 4 5 6 7	Target date: Action:
I can be counted on to complete any task I begin.	Where I am today: 1 2 3 4 5 6 7 Where I’d like to be: 1 2 3 4 5 6 7	Target date: Action:
I have the necessary skills to produce well on the job.	Where I am today: 1 2 3 4 5 6 7 Where I’d like to be: 1 2 3 4 5 6 7	Target date: Action:
I can plan my time and work effectively.	Where I am today: 1 2 3 4 5 6 7 Where I’d like to be: 1 2 3 4 5 6 7	Target date: Action:
I am organized in my activities.	Where I am today: 1 2 3 4 5 6 7 Where I’d like to be: 1 2 3 4 5 6 7	Target date: Action:

I can work independently or with a group.	**Where I am today:** **1 2 3 4 5 6 7** **Where I'd like to be:** **1 2 3 4 5 6 7**	**Target date:** **Action:**
I can think creatively and give fresh approaches to what needs to be done.	**Where I am today:** **1 2 3 4 5 6 7** **Where I'd like to be:** **1 2 3 4 5 6 7**	**Target date:** **Action:**
I can initiate tasks and am able to work without direct supervision.	**Where I am today:** **1 2 3 4 5 6 7** **Where I'd like to be:** **1 2 3 4 5 6 7**	**Target date:** **Action:**
I can explain what I think, and teach others what I know.	**Where I am today:** **1 2 3 4 5 6 7** **Where I'd like to be:** **1 2 3 4 5 6 7**	**Target date:** **Action:**
I can compare and make judgments based on facts and figures.	**Where I am today:** **1 2 3 4 5 6 7** **Where I'd like to be:** **1 2 3 4 5 6 7**	**Target date:** **Action:**
I can negotiate and work out compromises.	**Where I am today:** **1 2 3 4 5 6 7** **Where I'd like to be:** **1 2 3 4 5 6 7**	**Target date:** **Action:**
I have the ability to listen well and paraphrase what has been said.	**Where I am today:** **1 2 3 4 5 6 7** **Where I'd like to be:** **1 2 3 4 5 6 7**	**Target date:** **Action:**
I can communicate effectively in written and verbal forms.	**Where I am today:** **1 2 3 4 5 6 7** **Where I'd like to be:** **1 2 3 4 5 6 7**	**Target date:** **Action:**

With regard to jobs and career areas, I know my personal values, abilities, interests, and aptitudes.	**Where I am today:** **1 2 3 4 5 6 7** **Where I'd like to be:** **1 2 3 4 5 6 7**	**Target date:** **Action:**
I have appropriate academic and technical training.	**Where I am today:** **1 2 3 4 5 6 7** **Where I'd like to be:** **1 2 3 4 5 6 7**	**Target date:** **Action:**
I have spent time systematically considering my career plans.	**Where I am today:** **1 2 3 4 5 6 7** **Where I'd like to be:** **1 2 3 4 5 6 7**	**Target date:** **Action:**
I have a plan for my career development.	**Where I am today:** **1 2 3 4 5 6 7** **Where I'd like to be:** **1 2 3 4 5 6 7**	**Target date:** **Action:**
I have stated my career goals as clearly and realistically as possible for someone at this stage.	**Where I am today:** **1 2 3 4 5 6 7** **Where I'd like to be:** **1 2 3 4 5 6 7**	**Target date:** **Action:**
Other:	**Where I am today:** **1 2 3 4 5 6 7** **Where I'd like to be:** **1 2 3 4 5 6 7**	**Target date:** **Action:**
Other:	**Where I am today:** **1 2 3 4 5 6 7** **Where I'd like to be:** **1 2 3 4 5 6 7**	**Target date:** **Action:**
Other:	**Where I am today:** **1 2 3 4 5 6 7** **Where I'd like to be:** **1 2 3 4 5 6 7**	**Target date:** **Action:**

SECTION IV: GOAL SETTING -- Implementation

RATIONALE: No matter what we do, we have to live with it. Many people live their lives haphazardly and spend little time planning life in a thoughtful way. A systematic identification of goals, alternatives, assets, barriers to success is required before life/career decisions can be implemented. Thoughtful planning can help anticipate and prevent failure. Career/life plans should never be considered "set in concrete" or "inflexible." Good planning usually leads to good results.

OBJECTIVES: To learn to develop plans of action.

To write short and long term career/life goals.

OUTCOME: Participants will set short and long term goals using a goal setting strategy.

TIME: 60 minutes

RESOURCES: Goal Setting
Implementation Hints

SUGGESTED STRATEGIES:

1. The goal setting process helps identify facilitating factors, barriers, and strategies to overcome the barriers for short-range goals. The use of behavioral objectives is very helpful in keeping the plan concrete and specific. It also enables the user to judge success at each step of the way.

2. Explain the process, as outlined on the GOAL SETTING worksheet, using examples of stating objectives with desired outcomes. Be aware that the process of goal setting may be very difficult for some. Be empathetic and encouraging. Each individual will complete a GOAL SETTING worksheet.

3. Break the group into groups of about five or six and have them share their goals. Get advice from the group and the leader on how to make each participant's goals clearer. Solicit responses for alternative short and long range goals.

4. It is important to remember that some members of the group will surge ahead rapidly in their personal and career exploration, while others will struggle to become confident enough to move forward. Assure the group that there is more than one way to reach a goal and that everyone proceeds at a different rate.

5. Participants should have available all worksheets from previous lessons. Distribute IMPLEMENTATION HINTS. Using the key questions, have each participant answer those questions on a sheet of paper. This is their commitment to action.

6. It may be necessary to check with the group for un-met needs, frustrations or other issues that could impede the implementation process. What kind of barriers are still there?

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GOAL SETTING

This activity is designed to help you determine if your goals are realistic. A good decision implies choices that are realistic as well as satisfying.

A. There are six criteria that can be used to identify a goal that has been well planned.

1. The goal must be your own--you must own it.
2. You must be able to state the goal in your own words.
3. The goal should be legal, ethical, and moral.
4. The goal should have both long-term and short-term components.
5. The short- and long-term components of the goal should be action-specific.
6. The short- and long-term components of the goal should be time-specific.

B. Write a career/life goal you have been considering. First state the goal in general terms and then use the above criteria to make the goal as specific as possible.

1. Goal stated in general terms:

2. Goal stated in specific terms:

C. Short-term components of the goal:

1. List all the steps necessary to reach the goal.
2. Assign a date for completing each step.
3. List the resources needed to complete each step.
4. Explain the means you will use to acquire the needed resources.

Goal:

Step	Date	Resources Needed	Means

Goal:

Step	Date	Resources Needed	Means

THE WAY TO GET THERE:

What do I still need?

What is standing in my way?

How can I get over the things in my way? Solutions:

Starting and finishing date:

IMPLEMENTATION HINTS

***WHAT? What do you want? State the goal as clearly as possible. Keep it simple, break it down in small steps - Remember: It is possible to eat an elephant ...one bite at a time.**

***WHEN? When do you want your goal to happen? Set up a schedule and set deadlines for each step. If you don't meet a specific deadline, regroup and set it again. Success comes in small steps. ACT - Act Concretely Today.**

***WHERE? Do you know where it is? Do you need to change locations? Can you do it? Can you get to where you need to go?**

***HOW? How do you get there? How do you get what you need...clothes, transportation, child care, money for expenses, telephone access, family responsibilities.**

***WHY? Why bother? Are your motivations clear? Why do you want it? Do you really want to work?**

***WHO? Who do you need to contact to reach your goal? Who can help you? Use your support system, your network. Is your family/significant other supportive of your plan?**

Remember - if your plan doesn't work out the way you want it to, use it as a stepping stone to a new idea you might not have otherwise discovered. The new approach may be the one that gets you what you really want.

Source: H.D. Lunn, Consultant, Career and Educational Planning

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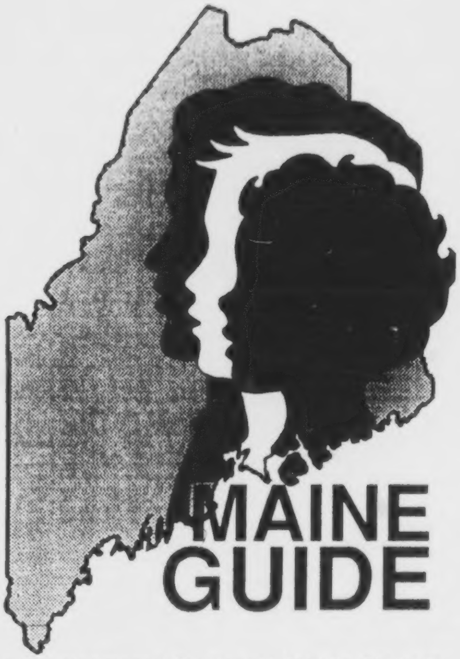
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SECTION V:

JOB READINESS

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CAREER TRANSITIONS FOR ADULTS

SECTION V: JOB READINESS -- Contacts and Applications

RATIONALE: Job seekers use many different methods to find jobs. Some approach their job search with realistic expectations armed with job-search techniques and accurate labor market information. Others depend on luck. The best way to find a job is to work hard and have a bit of luck.

The initial contacts most job seekers have with an employer are over the telephone and through a job application form. Attention to details and some advance preparation will make those first contacts more profitable.

OBJECTIVE: To assist the participants to develop effective job hunting skills in making contacts and completing applications.

OUTCOME: Participants will demonstrate effective telephone contacts and job applications.

TIME: 120 minutes

RESOURCES:
Telephone Contact Worksheet
Job Application Forms from local employers
Job Application Form Hints
Checklist for Application Form

SUGGESTED STRATEGIES:

1. Brainstorm with the group the typical ways people get jobs. The traditional job-search methods used by most people are probably already familiar to the participants. Here are the types of approaches typically used, with some tips.

Personnel Offices

While the people in personnel offices do not hire, they can help you get an interview with someone who could. Suggest to the participants that they get to know a staff member by name and stay in touch until they remember you. If something comes up, you have a better chance of hearing about it.

Help Wanted Ads

Sunday and Wednesday papers have the most ads. Be aware that many want-ads are placed by employment agencies, not employers. Ads that ask you to respond to post office box numbers are particularly unlikely to lead to a job. Many ads are not worth your time. Respond to interesting ads, but expect the competition to be fierce. The best time to read ads is at night. Save your day time for job-searching.

Sending Out Resumes

For a variety of reasons, many career counselors suggest that resumes aren't needed at all in the job search. However, there are good reasons to have a resume:

*Employers often ask for resumes.

*Resumes help structure your communications.

*A resume can communicate your skills.

The Employment Service

These are the people who can refer you to job openings. Ask for the same counselor each week so they will get to know you. If you are a veteran or have a handicap, special programs and services are often available at some employment offices. As with other job-search activities, persistence can pay off.

Private Employment Agencies

If you are presently working and don't have time to look for jobs yourself, employment agencies are worth exploring. Some agencies specialize in certain occupational areas. If you qualify in their area, it could pay off. Most private agencies charge a fee for their services.

Other Possibilities

Books, public libraries, job clinics, JTS, ASPIRE, Displaced Homemakers, your friends and family, school or college career guidance offices and YOU!

2. Discuss with the group that the "warm contact" is the most effective job-search method. People who know people are the ones most likely to help. Suggest that when they ask for help, they should BE SPECIFIC about what they want. Remember the Networking Activity.

3. Three Essential Questions to Get Referrals:

- Do you know anyone who might have a job opening in my area of interest?
- Do you know anyone who might know of someone who would?
- Do you know someone who knows lots of people?

Be sure to take the name of the referral and enough details to contact that person.

4. The participants may find the "cold-contact" (calling a business without a referral) very threatening. Remind them that the cold call is not easy for most people. Ask "What is the worst thing that can happen when you make a cold call?" Brainstorm how a cold contact can be made. Suggestion: Drop in to a business that looks interesting. Ask for the person in charge. Introduce yourself. Explain your job objective and mention a few of your skills.

5. Many people are afraid of possible rejection and are embarrassed to make phone calls. Ask the question again, "What is the worst thing that can happen?" Although there are many variations, a phone contact has four basic parts:

The Introduction: "Hello, my name is _________."

The Position: " I am interested in __________."

The Hook: A very brief written out statement, that you read over the phone about your skills -- what you can do.

The Close: "When may I come in for an interview?"

It is important not to allow yourself to be interviewed over the phone. Some assertiveness is necessary to not answer interview-type questions during this contact.

6. Use TELEPHONE CONTACT WORKSHEET and divide the group into pairs. Have them complete the worksheet, sit back to back and practice phone conversations. Switch pairs and continue practice until the participants are comfortable and natural sounding in their presentations.

7. When applying for a job, you almost always have to fill out a job application. The application is a written record of information you give the employer about yourself. Applications usually summarize your experience and qualifications. When correctly completed, the application shows the employer you can follow directions, understand and answer questions, write neatly and spell correctly. It is often helpful to prepare and carry with you your personal fact sheet to help you when you are asked to complete an application on site. Your fact sheet should include:

- **Your home address, zip code, phone number**
- **Social security number, driver's license**
- **Names and addresses of schools you have attended, including the dates of attendance**
- **Previous jobs (part-, full-time or volunteer)**
- **Hobbies, interests, things you like to do**

8. Have the participants make their own personal fact sheet.

9. Using application forms that represent local employment opportunities, have the participants complete different types, using their Personal Fact Sheets and JOB APPLICATION FORM HINTS.

10. Have participants pair up and go over each other's job application forms using the CHECKLIST FOR APPLICATION FORM as a means of critiquing the application. Have participants complete another application if the critique indicates.

TELEPHONE CONTACT WORKSHEET

Complete this worksheet to create an effective telephone presentation.

THE INTRODUCTION: "Hello, my name is:

THE POSITION: "I am interested in :

THE HOOK: (A brief statement about your skills, what you can do)

THE CLOSE: "When may I come in for an interview?"

APPLICATION

Name ______________________________
Last First Middle

Address ______________________________
Street City/Town State Zip

Telephone ______________ Social Security Number ______________

JOB INTEREST

Position Desired ______________ Salary Expected ______________

Other Positions For which You Are Qualified

Date Available

TRAINING

	Name	Location	Course/Degree
Grade School			
High School			
College			
Graduate School			
Apprentice, Business, Technical or Vocational School			
Other Training or Skills (Factory or Office Machines Operated, Special Courses)			

MILITARY

Branch of U.S. Service	Date Entered	Date Discharged/Type	Final Rank

Service Schools or Special Experience

Have you ever been convicted of a felony? Yes No If yes, explain fully:

EMPLOYMENT HISTORY

Please list all employment starting with present or most recent employer. Also include relevant voluntary and/or part time work experience. Use additional sheet as necessary.

Job Title ____________________
Employer ____________________
Address ____________________
Telephone ____________ Employed from ________ to ________
Duties
____
Reason for Leaving ____________________
Job Title ____________________
Employer ____________________
Address ____________________
Telephone ____________ Employed from ________ to ________
Duties
____
Reason for Leaving ____________________
Job Title ____________________
Employer ____________________
Address ____________________
Telephone ____________ Employed from ________ to ________
Duties
____
Reason for Leaving ____________________
Job Title ____________________
Employer ____________________
Address ____________________
Telephone ____________ Employed from ________ to ________
Duties
____
Reason for Leaving ____________________

REFERENCES: Please list three--include name, address and telephone number.

JOB APPLICATION FORM
HINTS

BRING your completed Personal Fact Sheet with you.

READ the application completely before filling it out. Read the directions carefully.

Fill it out NEATLY. Print unless you are told to write. Do not cross out, fold or wrinkle the application.

Be HONEST and ACCURATE. Do not guess or lie.

Use a pen with blue or black ERASABLE INK unless told to use pencil.

Write "N/A" (NOT APPLICABLE) or neatly draw a line through any space that doesn't apply to you. Do not leave anything blank.

Have a POSITION in mind before you fill out the application. Never write "anything" when asked what kind of work you are seeking.

SIGN your name in script when asked for a signature.

CHECKLIST FOR APPLICATION FORM

	PLUS	MINUS
Neatness		
Written in ink		
Correctness		
Spelling		
Legible handwriting or printing		
Completely filled out		
Understandable (answers make sense to reader)		
Signature at appropriate place		

Any additional comments:

SECTION V: JOB READINESS -- The Resume and Cover Letter

RATIONALE: A resume is a reflection of the individual who writes it. It high-lights the applicant's skills and abilities, experience, and other personal data. It also serves as a memory-jogger for the employer after the interview. When done well, it can help job seekers get hired.

A cover letter may be the first aspect of a job seeker that an employer sees. It is important to use that contact effectively.

OBJECTIVE: To assist the participants to understand, organize and develop effective use of a resume and a cover letter in the job search process.

OUTCOME: The participants will organize, develop and practice effective resume and cover letter preparation as part of the job search process.

RESOURCES:
What to Put In a Resume
Types of Resumes
Resume Worksheet
Sample cover letter

TIME: 90 minutes, plus homework assignment.

SUGGESTED STRATEGIES:

1. The instructor will review various points of view regarding the use of resumes. Richard N. Bolles mentions these uses of a resume:

*Self-inventory: Preparing the candidate before the job-hunt by reviewing past accomplishments.

*Extended Calling Card: To convince the employer to invite you for an interview.

*Agenda for an interview: Affording the interviewer a springboard from which she/he can ask questions about you.

*Memory-Jogger: Leave the resume with the interviewer as a reminder of who you are. A second option is to send the resume to the employer after the interview, thus, giving the applicant an opportunity to tailor their resume to the job.

2. Using WHAT TO PUT IN A RESUME, discuss the various kinds of information included in a resume.

3. Distribute TYPES OF RESUMES and review the types asking each participant to decide which type is most suitable for their needs.

4. Each participant will complete a draft resume in class, using the RESUME WORKSHEET. The homework assignment is to complete the resume and bring it to the next class session. The leader may want to arrange to have resumes done on computer and printed on a laser printer.

5. The cover letter is one of your most important selling points-- it introduces you to a prospective employer and encourages that person to read your resume. This may get you that all important interview. Your resume outlines your background, but a good cover letter pinpoints and personalizes the connection between you and the employer. A good cover letter should:

- Be addressed to the person who has responsibility for hiring.
- State what you are looking for and why you are sending the resume.
- Invite the reader to look over the resume.
- Suggest possible items for follow-up later.

6. Distribute SAMPLE COVER LETTER. Discuss the parts of the letter. Each participant will draft a cover letter to accompany their resume. This activity could be done as homework. The resume and cover letter will be used during the job interview portion of the course.

WHAT TO PUT IN A RESUME

The key to writing a resume is to ask yourself:

- Why am I writing it? How will my resume open doors? How will prospective employers remember me after the interview?
- To whom am I writing the resume? To which specific people do I want to provide information about myself and my skills and knowledge?
- What do I want my prospective employer to know about me?
- How can I help my prospective employer?
- How can I convince my prospective employer that I'm right for the organization?

A resume may contain many different categories of information which will vary from person to person. The following categories are found in most reverse chronological resumes, which are still the most popular style:

1. Heading

   You may put your name or the word, RESUME on the top line. Your name, address and phone number should be clearly visible, usually at the top of the page.

2. Job Objective

   This should be a simple description of what you want to do, for example, Kindergarten Teacher, Paramedic or Editor. The job objective represents what your skills and abilities are or what you hope to do. If you are just out of school, then the job objective will reflect what you hope to do with your career. The job objective should be general only when there are many available positions for which you could qualify and you are not certain what you

are after. Conversely, the job objective should be highly specific when there are few available jobs that fit your skills and interests. For example, highly trained specialists and technicians usually do better with very specific job objectives.

Following are some examples of job objectives:

> **Job objective--a position with a large-sized corporation as a district sales manager.**
>
> **Job objective--to work with handicapped and learning disabled children in an experimental school for special education.**
>
> **Job objective--a sales position with a small-sized jewelry firm.**

The objective is the first thing an employer will look for, and it is important that you be specific. If you simply cannot define a single objective, however, leave the area blank, but be sure to describe your particular interests in the cover letter.

3. Past Employment

Your employment history can be written in several ways:

> ***Start with your most recent job and work back to the first or first relevant job. This constitutes a reverse-chronological resume.**
>
> ***Describe the work you've done that is relevant to your career in one section, then give a chronology in a different section. This technique is popular when age might be a barrier, or when a person has held many different kinds of jobs, or when a person has been out of the job market for periods of time. In this case, achievements and work experience are given first.**

Include dates of your employment--especially when they reflect positively on your experiences. List only the jobs that are relevant to your job objective; omit those that are not.

4. Education

In this section, you want to list the schooling that is most relevant to the job you hope to get. List the most recent education first. Persons with advanced degrees will stress the academic credentials beyond high school. Recent high school graduates will list their high school first. If you are a recent high school graduate, you may want to list grade standing, honors, activities and memberships in organizations, etc. As you gain work experience, you'll want to substitute employment information for school experiences. Include any classes or other educational events such as workshops, seminars or conferences if they are relevant to the position for which you are applying.

5. Special Skills

List those things which qualify you for your preferred objective--tools you use, processes you understand, machines you run, procedures you have learned. Make special mention of those skills which set you aside from others.

6. Community Work

Describe volunteer experiences with church, social service and other community efforts. Be sure to emphasize responsibilities assumed, people supervised, money handled and other experiences which have prepared you for paying jobs.

7. Military Service

Give branch of service, dates of service, rank when you were discharged and a summary of your training, responsibilities and accomplishments.

8. Memberships, Publications, Unions, Professional Associations, etc.

Be sure to include all those which are relevant to your job objective. Mention any recognition you have had.

9. Personal Information

Prospective employers cannot legally ask very many personal questions. Most especially, they cannot ask you about your marital status, your age or your plans for having or caring for children. Some personal data may

help to fill out an otherwise plain listing of jobs and accomplishments. It's particularly good to mention personal items which make you appear as more of a person or relate well to your objective . For example, a child care worker might mention being a successful parent of four children.

10. References and Work Sample

Some employers will appreciate a list of people who know you personally and professionally. In addition, many fields, such as photography or writing, will look for samples of your work. For these areas you may want to expand your resume into a portfolio which illustrates work you have done.

Source: Career Redirections for Adults, Northwest Regional Education Laboratory

TYPES OF RESUMES

CHRONOLOGICAL features your work and educational experience with the most recent first. Assumes your most recent experience is most favorable and relevant to your goal.

FUNCTIONAL features job titles (or positions) and educational experience in order of their importance rather than in terms of time.

ANALYTICAL features skills and abilities gained. Used especially when skills you have developed are not obvious from reviewing your previous employers or positions.

Attached are three sample resumes, one written in each format so you can see the differences. Use them as resources for your own resume. Begin with a rough draft, then work and rework it. Each word should be carefully chosen and arranged.

* Be concise. One page is often best.

* Include personal information such as birth date, height, weight, marital status, number of dependents, health, ability to relocate, only if you feel it has relevance to the job or if you feel it is positive and supportive.

* Have your resume professionally typed if necessary. The choice of paper, style and color should reflect your personality and be correct for the career field you are choosing; that is, what appeals to a child care center may not appeal to an advertising agency, and vice versa.

* Never mail a resume to a prospective employer without a letter to explain what you want. The letter should be a brief statement which connects you with the employer of the job. It invites the reader to look at the resume. Whenever possible, it should be addressed to an individual. If necessary, phone the employer and ask the name of the person responsible for the position which interests you.

Sample Resume No. 1-Chronological Approach

Jane Doe
000 Any Street
Anytown, ME 00000
000/000-0000

OBJECTIVE Library, Word Processing, or Records Supervisor; or Editor.

EDUCATION Lake Community College, Associate Degree,
Secretarial Science

WORK EXPERIENCE

UMA COMMUNITY COLLEGE

5/79 to Present Position: Word Processing Operator
Responsibilities: Edit, type, and print out all types of material for the College using an NBI word processor. Correct grammar and punctuation, set up style, keep daily log and statistics. Work in a responsible self-disciplined manner, have good rapport with customers, take dictation and do proofreading.

9/76 -- 4/79 Position: Circulation Clerk III
Responsibilities: Work with the public; do reference interviewing, billing procedures, typing, filing, assist in supervision of many work study students.

CITY WATER & ELECTRIC BOARD

1970 -- 74 Position: Librarian
Responsibilities: Do reference work, type records, legal documents, letters, assume full responsibility for central filing system and archives, act as liaison for County Courthouse research, operate IBM computer terminal.

Position: Clerk Typing I & II
Responsibilities: Type letters, do teletype printout, file, keep records, proofread, process mail, act as back-up receptionist for 40 people.

SKILLS Type 60-70 w.p.m., shorthand dictation 55-60 w.p.m., operate the following machines: NBI Word Processor, electric typewriter, IBM computer terminals CRT and CPT, calculator, photocopier, keypunch, teletype, 40 phone switchboard. Working knowledge of Library of Congress Classification System.

INTERESTS Playing piano, refinishing antiques, weaving, cooking, swimming, and playing tennis.

REFERENCES Furnished upon request.

Sample Resume No. 2-Functional Approach

John Doe
0000 Village Lane
Any City, ME 00000
000/000-0000

EMPLOYMENT OBJECTIVE: A position utilizing education and experience in public relations and public service.

PUBLIC RELATIONS

Public Relations Coordinator, City of Portland, 1978-present. Wrote feature stories, wrote and placed news releases about City activities and business. Arranged photo sessions and news conferences with officials and visiting dignitaries.

Public Relations Specialist, Westbrook Associated Industries, 1975-1978. Prepared public relations campaign strategy. Wrote press releases about WAI positions on current issues.

PUBLIC SERVICE

Assistant to the Mayor, Saco, 1973-75. Managed Mayor's office. Developed position statements on issues. Represented Mayor's Office for community functions.

EDUCATION Linfield College, B.A. Communications, 1970
Lewis and Clark College, M.A. Public Administration, 1980

PROFESSIONAL ACTIVITIES American Association of Public Administrators, Regional Representative

REFERENCES Available upon request.

Sample Resume No. 3-Analytical Approach

Ann C. Doe
000 South Street
Anytown, ME 00000
000/000-0000

OBJECTIVE

A position in the field of Public History, preferably in the area of Historical Restoration Management.

QUALIFICATIONS

I have a long-standing interest in historical preservation. I have researched and documented maintenance of historical sites and objects. Historical site field work appeals to me as I enjoy the outdoors and I have a basic mechanical ability.

INTERPERSONAL SKILLS

I enjoy contact with people of various ages and backgrounds and have years of experience of direct public contact through sales. I have also dealt with customers in a public relations capacity in which I received complaints, assessed needs and implemented action to solve problems.

CLERICAL SKILLS

I have 25 years of experience managing a home and family. I handle pressure well and am capable of dealing with multiple demands and finite resources.

References and writing sample available upon request.

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RESUME WORKSHEET

Name **Telephone**

Address **Soc. Sec. No.**

Personal (optional)

Job Objective

Education

Work Experience

Skills

Honors, Achievements, Special Courses, Outside Interests

References

SAMPLE COVER LETTER

Your street address
Your town, state Zip Code
Current date

Name of Employer, Their title
Name of Company
Mailing address
Town, State Zip Code

Dear Mr./Mrs./Ms. (last name of employer):

The position of (job title) which you advertised in yesterday's (name of newspaper) is one for which I feel well qualified. Your consideration of me as an applicant would be appreciated.

As you can see from my enclosed resume, I have had (state your experience) in this field. For example, (give a specific example of one of your accomplishments in this area).

As a (job title) with your company, I would eagerly put to use some of my skills in (name one or two relevant skills). These skills have been cultivated in (name a place such as school or work) as well as at (name a place such as home, volunteer work). (If you have specific on-the-job experience, put that here.) I enjoy this type of work immensely; I also enjoy working with others who have common interests in (developing this product, providing this service).

At your convenience, I would appreciate being interviewed for the position. I can be reached any weekday from 9 a.m. to 5 p.m. at this telephone number: (your daytime phone number). Thank you for your consideration of my request.

Sincerely,
Your Signature
Your name typed

SECTION V : JOB READINESS -- Personal Grooming

RATIONALE: When an individual is subject to someone else's opinion, whether in a personal relationship or applying for work, the impression we make is important to the outcome of the encounter. By assisting the participants to take an objective look at themselves, they will enhance their chances of making a positive impression in the future.

OBJECTIVE: To assist the participants to acquire and use good personal grooming practices.

OUTCOME: Participants will demonstrate good personal grooming practices.

TIME: 60 minutes

RESOURCES: Grooming Tips
Guest speakers: image consultant, personnel managers

SUGGESTED STRATEGIES:

1. Personal grooming is a very delicate issue with most people. In spite of all the T.V. commercials, no one likes to be reminded that they have bad breath or body odor. Realizing that talking about personal grooming can be a very threatening experience for both the facilitator and the participant, it may be expedient to use an outside speaker to cover the topic.

2. If this is not possible or unnecessary, you may wish to start with the handout and proceed to the more difficult and personal issue of cleanliness, dental problems, or other personal hygiene topics. It is extremely important to help the participant deal with these issues now before the more impersonal world of work slaps them in the face because of poor teeth, bad breath or body odor. All the skill training in the world may be lost because of that first impression. It is a well- established fact that when a person is all spruced up, they feel good

about themselves. It can affect the whole performance in an interview or personal encounter. People may feel strongly about their right to dress or wear their hair any way they wish. They have a right to their feelings, but, it may limit the number of career/life opportunities.

3. Some research has shown that the primary means of assessing a person is how they appear. Body language and what is said come second and third. People tend to make their judgments on another within 30 seconds of meeting. Make those 30 seconds count in your favor.

4. In preparing for the mock interview class, ask the participants to dress appropriately for an interview. They should also have their completed resume and cover letter. Based on your estimates of how much time the next sessions will take, announce to the class the date of the mock interview session.

GROOMING TIPS

- Be absolutely clean - hair, fingernails, teeth
- Clothes should be neat and clean. Avoid jeans, tank tops, sneakers or other casual wear.
- Shoes should be shined if they are the type that require shining.
- Jewelry, perfume and make-up should be conservative. Some people are allergic to scents.

A RULE OF THUMB :

Dress and groom like the interviewer is likely to be dressed - but CLEANER.

Source: Job Finding Fast. J. Michael Farr, JIST Works, Inc.

MAINE GUIDE

CAREER TRANSITIONS FOR ADULTS

SECTION V: **JOB READINESS -- The Job Interview**

RATIONALE: Many job applicants who are well-qualified lose the competitive edge during the interview. Some applicants appear indifferent or seem so nervous they are unable to answer the interviewer's questions. To participate successfully in an interview, the job seeker must know how to exhibit proper attending behavior, communicate clearly, and be properly groomed and attired.

OBJECTIVE: To assist participants to develop acceptable interview behavior.

OUTCOME: Participants will demonstrate appropriate interview behavior.

RESOURCES:
Stages of the Interview
Typical Questions Employers Ask
Interview Tips
The Job Interview
Guest interviewers for mock interview session
Interview Rating Sheet

TIME:
120 minutes for interview preparation
120 minutes for mock interview session

SUGGESTED STRATEGIES:

1.To introduce the job interview, the leader can cover all the material herself or himself or contact an employment office or personnel department of a local business and invite an individual who does interviewing for the company to participate in the next class. The following information would be covered in either case:

- * What employers look for in applicants (personal appearance, personal qualities)
- * What employers look for in resumes and job applications
- * Employer expectations of employees
- * Typical questions the interviewer may ask
- * Appropriate questions for the interviewee to ask

2. If a guest speaker is presenting the overview of the topic, the leader may want to supply the guest with the handouts accompanying this section. The remaining instructions will be for the leader's presentation of the material.

3. As an introduction to the interview, review STAGES OF THE INTERVIEW. Practice introducing yourself, the hand shake, and eye contact. Have members of the group practice with the leader and with each other until they are comfortable with the opening.

4. Using TYPICAL QUESTIONS EMPLOYERS ASK, have each participant write their answers to each of the questions. Assist them individually. When all have completed their answers, divide the participants into pairs and have them practice asking and answering the questions. As a review, the leader will randomly pick questions and ask participants. A demonstration interview with the leader as interviewer, or with student interviewers, in front of the whole class is also helpful to review all the stages of an interview.

5. Review and discuss INTERVIEW TIPS. It is important to stress that most interviewers will not ask illegal questions. It is also important to realize that for the interviewer, the interview is also a stressful situation. The interviewer must see many different people for relatively short periods of time and determine which person will be added to the organization. She/he is interested in finding out if the applicant will fit in. She/he has already determined from applications or resumes that the applicant can do the job. If she/he makes a mistake, there is an expense to the company for adding a new employee and then having to fire him/her.

6. Have participants practice answers to the problem questions, especially if any particular problem, like prison record, exists. It is important to remember to listen for the concern of the interviewer and answer that concern.

7. Present THE JOB INTERVIEW as a final review.

8. In preparation for the next class, go over the resumes and cover letters completed in previous classes. Announce to the group that the next class will be an interview session with representatives from local businesses conducting interviews with them. Remind the group to come dressed for the interview and to bring their resume and cover letter to help acquaint the interviews with them and with their job objective.

9. Arrange for enough interviewers to have three participants with each interviewer. At the beginning of the session, ask each of the guests to give the following information:

- **name and some background information**
- **what company they represent**
- **the kinds of jobs their company has**
- **three characteristics they look for in an interviewee**

10. Divide the group into triads and assign them to an interviewer. As each participant is interviewed, the other two participants and the guest interviewer will complete an INTERVIEW RATING SHEET. When all interviews are completed the guest interviewer will review the interviews with each participant, giving feedback on their performance.

11. At the end of the session, bring all the interviewers and the participants together for a brief discussion of what went well and what could be improved. If there is time, the interviewers could make some comments on job keeping skills. Allow some time for questions.

STAGES OF THE INTERVIEW

BEGINNING:

Look the interviewer in the eye.
Offer a handshake.
Greet the interviewer by name.
Introduce yourself.
State the reason for the interview.
Wait to be asked to be seated.

MIDDLE:

Face the interviewer.
Maintain good posture.
Answer questions thoroughly.
Show "liking."
Show enthusiasm.
Be flexible.

END:

Ask company- and job-related questions.
Say thank-you.
Ask when they will make a decision.
Suggest a time to call back.
Make a final positive statement.
Offer a handshake.

Source: Future Builders: A High School Career Education and Life Skills Curriculum.
Maine Department of Education, 1989

TYPICAL QUESTIONS EMPLOYERS ASK

Tell me about yourself.

What do you see yourself doing five years from now? Ten years?

How do you plan to achieve your career goals?

Why do you choose the career for which you are preparing?

What are the most important rewards you expect in your career?

What do you expect to be earning in five years?

Which is more important to you--the money or the type of job?

What do you consider to be your greatest strengths and weaknesses?

How would you describe yourself?

How do you think a friend or teacher who knows you well would describe you?

How has your educational experience prepared you?

Why should I hire you?

What makes you think you will be successful in this career?

How do you determine or evaluate success?

In which ways do you think you can make a contribution to our company?

INTERVIEW TIPS

How to handle obvious and not-so-obvious "Problem" questions

How you handle "problems" differs depending on the situation. Many employers will not react in the way you expect and will give you a fair chance. They will be interested in your ability to do the job you seek. Your task is to convince them that your problem will not be an issue. If the problem is obvious or comes up in the interview, deal with it.

Technically, this is a free country and interviewers can ask whatever they wish. Dumb questions, questions in poor taste, and personal questions can all be asked. It's what they do with the answers that can get interviewers in trouble with the law. It is illegal to hire or not hire someone based on certain criteria. (It is also very difficult to prove that someone actually does that!)

As a job-seeker, the more important issue might be whether or not you want the job. If you insist you do not have to answer a certain question, fine. But also realize the question was probably intended to find out whether you will be a good employee, a legitimate concern for an employer. You have the responsibility, if you want the job, to let them know you will be. Here is a simple three-step method for answering most interview questions in a neutral, honest, and positive way:

THREE STEPS TO ANSWERING PROBLEM QUESTIONS

Step 1: Understand what is really being asked.

The question usually relates to your adaptive skills and personality:

* Can we depend on you?

*** Are you easy to get along with?**

*** Are you a good worker?**

***Do you have the experience and training to do the job if we hire you?**

Step 2: Answer the question briefly.

***Acknowledge the facts, but**

***present them as an advantage, not a disadvantage.**

Step 3: Answer the real concern by presenting your related skills.

***Base your answer on your key skills.**

***Give examples to support your skill statements.**

Examples of Problem or Illegal Questions:	**An Employer's Real Concern**
***Are you single?**	***Will you stay?**
***Are you married?**	***Will you devote the necessary time?**
***Do you have marital or family troubles?**	***Missed work, poor performance, poor interpersonal skills**
***Do you handle money and personal responsibilities poorly?**	***Theft of property, irresponsible job-related decisions**
***Do you live in a good, stable home?**	***Socio-economic bias, renters less stable than owners**
***How do you use leisure time?**	***Drinking, socially unacceptable behavior**
***Do you have young children?**	***Days off and child-care problems**

Whatever you fear an employer won't like about you, find a way to turn it to your advantage. It's a challenge to change a disadvantage to an advantage, but it can be done. Here are some examples.

*TOO OLD: "I am a very stable worker requiring very little training. I have been dependable all my life, and I am at a point in my career where I don't plan on changing jobs. I still have ten years of working until I plan on retiring, which is probably longer than the average young person stays in a position these days."

*TOO YOUNG: "I don't have any bad work habits to break, so I can be quickly trained to do things the way you want. I plan on working hard to get established. I'll also work for less money than a more experienced worker."

*PRISON (OR ARREST) RECORD: "You need to know that I've spent time in jail. I learned my lesson and paid any debt to society for a mistake I have not repeated. While there, I studied hard and earned a certificate in this trade. I was in the top one-third of my class."

*PHYSICAL LIMITATIONS: "Thank you for the job offer. Before I accept, you should know that I have a minor physical limitation but it will not affect my performance on the job."

*UNEMPLOYED: "I've been between jobs now for three months. During that time, I've carefully researched what I want to do and now I'm certain. Let me explain..."

*OVERWEIGHT: "You may have noticed that I am a tad overweight. Some people think that overweight people are slow, won't work hard, or will be absent frequently. But let me tell you about myself..."

*GENDER: "Not many women (or men) are interested in these kinds of positions, so let me tell you why I am..."

*RACE: The best approach here is to assume there is no problem with your race. There often is not and if there is, there shouldn't be. Present your skills, rest your case, send a thank you note, and go on to set up the next interview. This is the same advice for all job-seekers!

***PHYSICAL DISABILITY: Don't be defensive or clinical. People will want to know that your disability will not be a problem so explain why it won't be. Then emphasize why you can do the job better than the next job-seeker.**

In responding to a question about your personal situation, be friendly but positive. The message you want to give is that your personal situation will not hurt your ability to work and, indeed, could help it.

***Young children at home: "I have two children, both in school. Child care is no problem since they stay with a good friend."**

***Single head of household: "I'm not married and have two children at home. It is very, very important to me to have a steady income, and child care is no problem."**

***Young and single: "I've decided to settle here in Depression Gulch permanently. I've rented an apartment, and the six moving vans are unloading there now."**

***Relatives, childhood: "I had a good childhood. Both of my parents still live within an hour's flight from here, and I see them several times a year."**

***Leisure: "For relaxation I grow worms in my spare time and am a member in the American Worm Growers Association."**

-or you may prefer-

"My time is family-centered when I'm not working. I'm also active in several community organizations and spend at least some time each week in church activities."

Source: Job Finding Fast. JIST Works, Inc. Glencoe Publishing Co.

THE JOB INTERVIEW

A job interview can be very exciting. It serves two purposes:

1. It provides you with an opportunity to market your skills, talents and interests.

2. It provides an opportunity for the employer/interviewer to review your qualifications, appearance and general fitness for the job.

While interviews may vary in style and length of time, it is most important that the employer see you as an eager, hard-working and pleasant individual. First impressions are often lasting ones. The following suggestions will help you present a good image during an interview:

Grooming (BE NEAT)

***Clothes should be neat and clean.**

***Shoes should be shined.**

***Jewelry, perfume, make-up and wardrobe style should be conservative.**

Attitude (BE PLEASANT)

***Be confident.**

***Greet and introduce yourself to the interviewer and/or receptionist in a friendly manner.**

***Follow the interviewer's instructions.**

***Be pleasant, calm and patient.**

*Sit and/or stand properly with good posture.

*Maintain eye contact with the interviewer.

*Be courteous, thank the interviewer for his/her time.

*Shake hands firmly.

Timeliness (ACT RESPONSIBLY)

*Go alone. Don't bring a friend along.

*Plan to arrive 15 minutes before the scheduled interview.

*Plan a route beforehand and have travel directions.

*If an emergency or delay occurs--telephone.

Preparation (BE READY)

*Review your Personal Fact Sheet. Bring your documents with you.

*Know about the company and the specific position for which you are being interviewed.

*Write a list of questions you may want to ask the interviewer.

*Think about questions the interviewer may ask you.

*Bring a pen (erasable ink suggested).

Responses (SHOW INTEREST)

*Speak clearly, correctly and slowly.

*Answer the questions completely.

*Indicate interest in the position and the company.

*Indicate a willingness to learn.

*Talk about your skills, talents and interests.

Closing the Interview (BE GRACIOUS)

*Don't stay too long.

*Thank the interviewer by name.

*Express interest.

*Arrange a time to call back

*Never turn down the offer during the interview "Thank you for the offer..."

*Say goodbye.

Following-up (DO IT)

*Send a thank you note the same day as the interview if possible.

*Call when you said you would.

*Schedule for follow-up meeting.

*Negotiate for salary after you decide you want the job.

*Wait 24 hours (if possible) before final acceptance of job.

*Critique your performance - Any changes?

Source: Working. Produced by Metropolitan Life, 1987.

INTERVIEW RATING SHEET

Interviewing for **Referred by**

______ **Outstanding**
______ **Below Standard Desired**

	N/A	4	3	2	1	Considerations
BUSINESS LIKE APPEARANCE						
PERSONALITY						**Congeniality, self , assurance, poise, tact, attitude, maturity, judgment**
SELF-EXPRESSION						**Grammar, clarity vocabulary, articulation, ability to communicate ideas**
LEADERSHIP						**Supervision (military work), elected offices, extracurricular activities**
DEMONSTRATED CAPACITY TO LEARN						**Common sense, alertness, academic success, analytical ability, perceptiveness**
PARTICIPATION						**Participation in activities self-starter, energy level**
CAREER INTEREST IN:						**Knowledge and research into_______, background, interest, responsiveness, logical and complete inquiry, enthusiasm**

Overall Evaluation

______ **Recommend for Hire**
______ **Do not Recommend for Hire**

REMARKS:

Interviewer:

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SECTION V: **JOB READINESS -- Job Keeping**

RATIONALE: Once a person has landed a job, it is important to consider some of the factors which help them keep it. Job keeping skills also help the worker advance within the company or business. It is essential for the participants to understand the new routine and cope successfully with the requirements of their job.

OBJECTIVE: To assist the participants develop effective job keeping skills.

OUTCOME: Participants will demonstrate an understanding of effective job keeping skills.

TIME: 80 minutes

RESOURCES: Work Habits: What Is Important to Employers?
Work Habits and Interpersonal Skills
Keeping Your Job
Eight Keys to Employability

SUGGESTED STRATEGIES:

1. Initiate a discussion with the group on what happens once you get the job. When a person is hired, she/he accepts certain responsibilities in return for a set salary. The employer will usually tell new employees exactly what these job-related responsibilities are, but there are also many responsibilities the employer will not mention specifically to the workers. The employer expects that new workers will carry out these responsibilities as part of their general role as employees. Since many of these expectations are not written, employees may not even be aware that these expectations exist. Even if employees know and understand what the employer's expectations are, they may think these expectations aren't very important.

2. *Distribute* WORK HABITS: WHAT IS IMPORTANT TO EMPLOYERS? **Have the students complete the checklist. As a group, discuss perceptions of employer expectations, eliciting ways to find out what's true or false in a given work setting. Some of the items may generate conflicting views in the group. It is important to remember that each work site may have different norms and it is important to be able to identify those norms. Brainstorm ways of identifying norms.**

3. In addition to expectations of work behaviors, employers are looking for employees who have good work habits and interpersonal skills. WORK HABITS AND INTERPERSONAL SKILLS **gives participants a chance to rate these skills from different points of view and to identify areas for improvement in their own skills. After completion of the worksheet, be sure to allow time for discussion and comparison of the first two categories. Participants may want some assistance in how to improve their own qualities.**

4. KEEPING YOUR JOB **is a concise reminder sheet of job keeping skills.** EIGHT KEYS TO EMPLOYABILITY **expands on the work and interpersonal skills necessary to success on the job.**

Source: Job Seeking: How & Where. South Carolina Dept. of Education

WORK HABITS: WHAT IS IMPORTANT TO EMPLOYERS?

Look at the checklist below. On it are responsibilities or expectations that an employer might or might not expect employees to fulfill. For each item, if you think that employers usually expect this from their employees, circle the word "True." Circle the word "False" if you think that item is not something an employer would expect. After you have marked each of the items, go back over the checklist. Look only at those items you have marked "True." Mark a star next to five "True" items which you think employers consider to be the most important.

1. If employees are sick or unable to go to work they should notify their employers or supervisors as soon as possible. True False

2. Employees should come in, and be on time, even on days when they know there is not much work to do. True False

3. Employees should not be absent from work for any reason without receiving permission from their supervisors or employers. True False

4. Employees should hand in written notes from their doctors whenever they are out due to illness. True False

5. Employees are free to set their own pace of work. True False

6. Employees should take breaks only at the proper times. True False

7. If employees have extra work to do, they can work overtime to finish without asking their supervisor's permission. True False

8. Employees should be willing to delay their vacations if very important work comes up. True False

9. Employees should be willing to work overtime whenever their supervisors ask them to. True False

10. Employees should be willing to take on any extra work which is not part of their usual job if the supervisors feel it is necessary. True False

11. Employees are to do certain tasks even if they are not directly told to, such as keeping their place of work neat and clean and helping out co-workers. True False

12.Employees should not take clerical supplies (such as pens, pencils, paper), tools, or other company materials for personal use at home. True False

13. Employees can wear whatever they like to work, as long as it does not interfere with doing the job. True False

14. Employees should not question any orders given to them by their supervisors. True False

15. Employees are to pay for anything they accidentally destroy or damage on the job. True False

16. Employees are free to make personal calls or to socialize with other employees while on the job. True False

17. Employees can drink on the job as long as they do not get drunk. True False

18. Employers have the right to tell employees what they should do in their personal lives. True False

19. Employees should make every effort possible to get along with co-workers and supervisors. True False.

20. Employees should wait for their supervisors or employers to offer salary increases, job transfers or promotions. True False

21. Employees should always talk to their supervisors when they are unsure of what they are to do. True False

22. Employees should not take on outside jobs that might interfere with their employment duties. True False

WORK HABITS AND INTERPERSONAL SKILLS

1. Pretend that you are an employer. Read the list and check in Column I the qualities you would like your employees to have.
2. Read the list and check in Column II those qualities you would like your co-workers to have.
3. Read the list and check the qualities you have in Column III.
4. Go over Column III and put a star by those qualities you would like to improve.

WORK HABITS AND INTERPERSONAL SKILLS	I EMPLOYEES	II CO-WORKERS	III YOU
Good attendance			
Promptness			
Thoroughness			
Perseverance			
Follow directions			
Reliability			
Ability to make decisions			
Interested in work			
Resourcefulness			
Able to give/take constructive criticism			
Saving of materials and time			
Cooperative			
Able to communicate			
Continually improving			
Contribute creative ideas			
Helpful			
Honest			
Willing to do more that required			
Dependable			
Conscientious			
Congenial			
Efficient			
Imaginative			
Industrious			
Leadership ability			
Loyal			
Open-minded			
Patient			
Persistent			
Sincere			
Sympathetic			
Tolerant			
Good judgment			
Cheerfulness			
Ability to handle emergencies			
Physical appearance			

KEEPING YOUR JOB

Once you get a job, the following pointers not only will help you KEEP it, but will also help you advance within the company or establishment.

KNOW THE RULES

Each employee should know what is expected of him/her. Ask your boss if there is a printed set of company rules; for example, whom you call if you are sick.

MAINTAIN GOOD ATTENDANCE

You must make every effort to report to work every day. Your supervisors and co-workers depend on you to do your job each day.

TAKE PRIDE IN YOUR WORK

Do your job well and as quickly as you can. Your employer will notice this and consider the quality of your work when a better position becomes available.

ARRIVE EARLY TO WORK

This is a basic requirement for advancement. It will show your boss that you are dependable, reliable, and interested in the company.

PLAN YOUR WORKDAY

This will help you do your job quickly and efficiently. Also, take care to use your time wisely and effectively.

FINISH EACH TASK COMPLETELY

Every job will have aspects that you like and aspects that you dislike. It is important that you do the entire job, not just the parts you like.

FOLLOW DIRECTIONS

In order to keep your job, you must learn to follow directions and do the job the way your boss tells you. If you do not understand these directions, ASK QUESTIONS.

CONCENTRATE ON YOUR OWN JOB

Every employee is trying to accomplish a task. Conversations and other distractions that do not relate to the job interfere with the process of doing the job. If you finish your work and have nothing to do, let your supervisor know.

BE COOPERATIVE, HELPFUL AND FRIENDLY

This will not only be noticed by your supervisors, but will help you get along with your fellow workers.

BE CAREFUL

When using equipment or materials, be certain to follow the safety instructions and be certain that you are not careless and break things. This also applies to your time.

Source: Working. Produced by Metropolitan Life, 1987

EIGHT KEYS TO EMPLOYABILITY

1. Personal Values

Valued Workers:
- Are honest
- Are self motivated
- Have personal & career goals
- Have good self esteem and a positive image
- Do not limit themselves
- Exhibit a good attitude
- Demonstrate emotional stability

2. Problem-Solving and Decision-Making Skills

Valued Workers:
- Are flexible
- Are creative and innovative
- Can reason & make objective judgements
- Can adapt to change
- Can plan & organize work
- Keep their minds on several parts of a job at a time

3. Relations with Other People

Valued Workers:
- Are team workers
- Are friendly
- Are cooperative
- Are tactful
- Have leadership qualities
- Respect the rights and property of others
- Accept authority & supervision
- Accept constructive criticism
- Are consistent in their relations with people
- Accept assignments pleasantly
- Accept all types of people
- Work well with peers

4. Communication Skills

Valued Workers:
- Ask questions & listen well
- Clearly express themselves orally
- Seek help when needed
- Notify supervisors of absences and the reasons for absences

5. Task-related Skills

Valued Workers:
- Complete work on time
- Work neatly & accurately
- Care for tools & materials
- Can follow oral, visual, & multi-step directions
- Are not distracted or distractable
- Stick with a task & keep busy
- Are precise & meticulous
- Constantly improve their performance.

6. Maturity

Valued Workers:
- Are reliable & dependable
- Accept responsibility
- Show pride in their work
- Are willing to perform extra work & work overtime
- Evaluate their own work
- Use time wisely
- Accept responsibility for their own behavior
- Are reliable and dependable
- Work well without supervision
- Work well without supervision
- Don't let personal problems interfere with their work
- Show initiative
- Remain clam & self-controlled
- Demonstrate maturity in thoughts, actions & deeds
- Are assertive when necessary
- Show self-confidence

7. Health and Safety Habits

Valued Workers:
- Observe safety rules
- Are in good health
- Perform well under stress
- Have appropriate physical stamina
- Maintain a good work pace and production rate
- Dress appropriately
- Practice good personal hygiene

8. Commitment to a Job

Valued Workers:
- Want to learn more
- Consider their work more than a job
- Are enthusiastic
- Give their best efforts
- Are punctual and have good attendance
- Observe all company policies
- Exhibit loyalty to the company
- Show concern for their future

Source : Oregon Department of Education, 1988.

SECTION V: **JOB READINESS -- Assertiveness**

RATIONALE: Being assertive in life and work situations is one tool individuals need in order to express themselves openly and honestly communicate their needs, wants, or feelings without disregarding the needs, wants or feelings of others. People are assertive when they are able to act according to the belief that all people, including themselves, are equally important.

OBJECTIVE: To assist participants to understand and practice assertive behavior.

OUTCOME: Participants will demonstrate an understanding of assertive behavior.

TIME: 60 minutes

RESOURCES: Aggressive/Non-Assertive/Assertive
Assertive Communications
Analyze Your Behavior in Relationships

SUGGESTED STRATEGIES:

1. The word "assertiveness" has earned an undeserved reputation in recent years. It often suggests loud, aggressive, and obnoxious behavior, when in reality assertiveness is nothing more than a respectful, positive approach to life's challenges.

2. Using AGGRESSIVE/NON-ASSERTIVE/ASSERTIVE, assist the participants to understand assertive behavior. Discussion questions may include: How do you react to aggression, non-assertiveness, and assertiveness? Think back to a recent time when you saw someone reacting to a situation aggressively. How did you feel about this person's behavior?

3. It may be difficult for some to experience what may be a very new behavior. Others may feel the need to debate the differences between assertive and non-assertive behavior. The handouts should help the participants to feel more comfortable and competent with the concepts.

4. Using ASSERTIVE COMMUNICATIONS, have participants role play responses to these situations. When the group appears comfortable with the responses, the leader may ask for real-life situations to discuss and/or role play.

5. In completing ANALYZE YOUR BEHAVIOR IN RELATIONSHIPS, the leader may want to discuss dealing with sexual harassment on the job and how assertive communication can be used in such situations.

Source: Life Skills. Department of Advanced Education and Training, Curriculum and Evaluation Branch, New Brunswick Community College, Canada

AGGRESSIVE/NON-ASSERTIVE/ASSERTIVE

People are AGGRESSIVE when they:

- **attack, take advantage of, embarrass, hurt, or put down other people on purpose.**
- **act on the belief that others are not as important as they are.**

The aggressive person's mottos are:

"Get them before they get you."

"How you play doesn't count; only that you win."

"Never give a sucker an even break."

People are NON-ASSERTIVE when they:

- **invite, encourage, or permit others to take advantage of them.**
- **act as if others are always more important than they are.**

The submissive person's mottos are:

"I should never make anyone feel uncomfortable, resentful, or unhappy, except myself."

"I should never give anyone a headache or stomachache, except myself."

"I should never disappoint anyone or cause anyone to disapprove of me."

People are ASSERTIVE when they:

- **express themselves openly and honestly to communicate their needs, wants, or feeling, without putting down the wants, needs, or feelings of others.**
- **act according to the belief that all people, including themselves, are equally important.**

Example:

Someone is trying to convince you of some of her/his beliefs, which are much different from yours. This doesn't bother you until she/he says that anyone who doesn't think the way she/he does is crazy and bad.

Responses:

(AGGRESSIVE) You tell the person you think she/he is the one who's crazy, and, not only that, she/he is bad because she/he put you down. You walk off in a huff.

(NON-ASSERTIVE) You say nothing because you don't want to start a fuss. She/he says more and more about her/his beliefs, and you pretend to listen. Inside you are hurt and angry, but you are afraid if you say so she/he will feel hurt.

(ASSERTIVE) You look at the person and say, "Wait, I don't feel good about what you just said. You have your rights to believe as you do, and I have my rights to my own beliefs. I don't want to talk about this with you anymore." Then you change the subject.

Source: Life Skills, Dept.of Advanced Education and Training, Curriculum and Evaluation Branch, New Brunswick Community College.

ASSERTIVE COMMUNICATIONS

When faced with the following situations, decide what you would say to communicate assertively.

You:

- **wanted someone to leave you alone.**
- **wanted to ask someone for a favor.**
- **wanted to give someone a compliment.**
- **knew you should apologize for hurting someone.**
- **wanted to turn down someone's request to borrow something from you.**
- **disagreed with someone.**
- **wanted to tell someone that you felt you had been treated unfairly.**
- **wanted to ask someone for a meeting or a date.**
- **didn't need alcohol to feel at ease at a party.**
- **wanted to respond to a sexist or racist remark.**
- **wanted to admit you are wrong.**
- **wanted to admit you are nervous, afraid or shy.**
- **wanted to point out to someone that they are interrupting you.**

Source: Life Skills, Dept. of Advanced Education & Training, Curriculum & Evaluation Branch, New Brunswick Community College

ANALYZE YOUR BEHAVIOR IN RELATIONSHIPS

	AGGRESSIVE	NON-ASSERTIVE	ASSERTIVE
Mother			
Father			
Spouse/Friend			
Children			
Friends			
Co-workers			
Boss			

How do you behave with each of these persons? Mark an X in each appropriate box.

Analyze your relationships. In small groups, discuss:

1. In general, do you see yourself as aggressive, non-assertive or assertive?
2. Are you aggressive or non-assertive with some people and not with others?
3. If so, how do you explain the difference? Is it because of age or sex of the other person? Or because of the closeness of the relationship?

Source: Life Skills. Dept. of Advanced Education and Training. New Brunswick Community College, New Brunswick, Canada

MAINE GUIDE

CAREER TRANSITIONS FOR ADULTS

SECTION V: JOB READINESS -- Breaking the Life/Career Barriers

RATIONALE: Transitions from one job to another, from school to work, from work to school, or from homemaking to a career outside the home is a difficult process and takes real energy. The person changing careers or jobs can get tired of expending all that energy and may give up, taking whatever job comes along. Whether the barriers are real or perceived, the feeling of powerlessness is the same. Providing individuals with methods of getting beyond the barriers is an important part of job readiness.

OBJECTIVE: To help participants identify personal barriers to achieving their career/education goals and gain a sense of control over their lives.

OUTCOME: Participants will identify personal barriers and actions that will enable them to achieve their goal(s).

RESOURCES: Barriers Checklist
Contracting with Yourself

TIME: 45-60 minutes

SUGGESTED STRATEGIES:

1. The BARRIERS CHECKLIST gives participants a large number of barriers that may stand in the way of achieving their career and education goals. Dealing with one barrier at a time, they will be able to make progress toward their goal.

2. Give each participant a BARRIERS CHECKLIST. Explain "internal" and "external" barriers. Ask them to honestly assess the reasons why they think they can not achieve their goals. Encourage participants to develop ways to overcome the identified personal barriers.

3. After the participants have worked through the checklist, ask them to select the barriers that seem to be the most important. Use the CONTRACTING WITH YOURSELF forms to set goals for specific actions that will help move the participants beyond the barrier. Encourage each participant to stick to their agreements and to meet the target dates set for getting things done. Some participants may still need help in identifying actions they can take to overcome barriers. Use the group as a "think tank" to help those having difficulty.

Source : Career Redirections for Adults, Northwest Regional Educational Laboratory

MAINE GUIDE

CAREER TRANSITIONS FOR ADULTS

BARRIERS CHECKLIST

As you review this list, ask yourself if the barrier you are about to check is external or internal. External barriers are imposed on us by a situation we cannot control. They may be a result of another person's actions. Internal barriers are those that are inside of us, that only we can do something about. Add your own items to this list.

Barrier	External	Internal	Rank order
I'm scared.			
I can't read well enough.			
I'm not good at math.			
I don't write well enough.			
I don't have enough experience.			
I'm overqualified.			
There aren't any openings anyway.			
I don't have a chance of getting the job.			
I'm too shy.			
My health won't allow it.			
It's too far away.			
I'm overweight.			
My clothes aren't good enough.			
I don't have a high school diploma or GED.			

Barrier	External	Internal	Rank Order
They won't hire a minority person.			
They won't hire a woman/man for this job.			
I don't have transportation.			
I don't have the right degree.			
I can't get an interview.			
I can't get child care.			
The hours are bad.			
My wife (or husband or other person I'm close to) won't like it.			
I can't work Wednesday nights because I bowl (or).			
They laid off workers last week/month.			
There aren't any jobs. The economy is bad.			
It's a dead end job.			
The office is shabby (or messy or dark, etc.).			
The personnel office/agency didn't help me.			
I'm too old/young.			
I can't learn a new job.			
I can't meet people well.			
I can't be myself in that job.			
There's no future in it.			
The salary/benefits aren't good enough.			

Barrier	External	Internal	Rank Order
Write your own below.			

After you've identified the barriers, rank order them, with the most difficult being number 1 and so on.

NAMING THE BARRIERS

Now write down your five biggest barriers. Be sure to indicate whether it is an external or internal barrier.

Barrier 1:

Barrier 2:

Barrier 3:

Barrier 4:

Barrier 5:

CONTRACTING WITH YOURSELF

What contract are you willing to make to overcome your biggest barrier?

For each barrier you listed, write a contract and set yourself a target date for completing it. Sign your contract with yourself and put the date by your signature.

Example:

Barrier: Lack of good transportation

Contract: I will talk to two mechanics about fixing up my car, call a wrecking yard for used parts if appropriate, and check out three car ads in my price range.

Barrier:

Contract:

Completion date:

Signature: **Today's date:**

Barrier:

Contract:

Completion date:

Signature: **Today's date:**

Barrier:

Contract:

Completion date:

Signature: **Today's date:**

Barrier:

Contract:

Completion date:

Signature: **Today's date:**

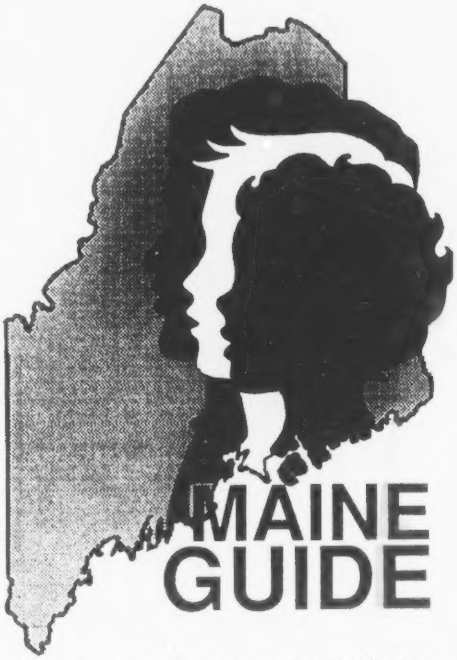
Barrier:

Contract:

Completion date:

Signature: **Today's date:**

CAREER TRANSITIONS FOR ADULTS


MAINE
GUIDE

A Developmental Framework for Life Choices

SECTION VI:

CLOSURE

SECTION VI: CLOSURE -- Strength Bombardment

RATIONALE: The Strength Bombardment exercise is a powerful tool for helping participants recognize and feel a sense of ownership in their skills and strengths. It is based on the idea that we are often unable to see ourselves as others see us. The modesty that is regarded as a social asset can blind us.

OBJECTIVE: To understand the influence of positive feedback on self-esteem.

OUTCOME: The participant will receive feedback from peers regarding personal characteristics and grow in achieving a realistic perception of self.

RESOURCES: Six slips of paper or index cards per participant

TIME: 60 minutes.

SUGGESTED STRATEGIES:

1. By this point, the group will have developed supportive feelings toward one another as well as impressions of each other's abilities. This exercise asks that the members share those feelings. The power of the exercise lies in having several other individuals verbalize the strengths they observe in the participant. For some, this feedback may be the strongest and most positive they've received. Some participants will be tempted to deny their strengths; thus, it is important to point out the ground rules for the feedback portion of the activity:

   a. The individuals giving and receiving feedback must look at one another.

   b. The individual receiving feedback cannot respond while it is being given. Opportunities for discussion come at the end of the exercise.

2. In small groups (of four to six persons), share the following information:

Round #1 Share a turning point, a change in direction in your life.

Round #2 Share five things ending in "ing" that you do very well.

Round #3 Someone brings you a telegram with good news (10 words or less) to share. Write your own telegram. Try to use real information.

All participants will complete each round before moving on to the next. Complete all three rounds before going on to the feedback session.

3. Feedback: At this point the group leader asks each participant to write a positive statement about every other person in the group. Begin each statement with "I see you as a person who..." These statements should be written on separate slips of paper or index cards.

4. One at a time, each group member receives the statement verbally from every other group member. At the close of the feedback round, all the slips pertaining to that person are given to that individual.

5. Discussion questions: Which was easier? To give feedback or to get feedback? If you could respond to the feedback, what would you have said? What did you learn about yourself ? What kinds of skills, qualities did others see in you?

SECTION VI: CLOSURE

RATIONALE: You and your class have been together for many weeks. The personal relationships within the group and their relationship to you is important to acknowledge. The group will be moving out on their own with many new and, perhaps, scary plans. It is important for the participants to realize that there is nothing final about career/life decisions. Change is constant and there is no ultimate decision. Some changes are traumatic or difficult while others may require only minor adjustments, but there will always be turning points in our lives. At a future time the participants can turn back to self-assessment activities learned during the course and evaluate the changes they are experiencing. They can choose to explore their options and gather information they need for decision making. They have the skills. They have the tools. Go for it!

OBJECTIVE: To provide closure to the Career Transitions course and move to independent living and life/career planning.

OUTCOME: Participants will make the transition from the Career Transitions course to independent living with skills and personal confidence.

TIME: 120 minutes

RESOURCES:
Affirmations
Visualizations
One piece of paper and one mailing envelope per participant
Do It Yourself Career/Life Planning

SUGGESTED STRATEGIES:

1. Transitions occur often during our lives. We may move to a new location, get married or divorced, get a new job, or change our career path completely. The changes are different but the process is the same. In order to take on the new job or way of life, we must be willing to let go of the old. Our minds must be cleared to allow room for personal growth--our new beginnings. It is important for the participants to process the changes or transitions they are experiencing in their lives.

2. To help achieve a smooth transfer of leadership from you to the individual, invite each person to summarize their accomplishments and plans. Encourage them to continue the supportive relationships they have developed. Remember the group is an important part of a network of creative, energetic people, all helping each other achieve their personal goals.

3. Set the stage for a discussion using the suggested questions regarding change. Process any issues the participants may be experiencing. This sounds simple enough, but letting go of the old can be difficult. We may feel stuck. We don't know who we are or who we want to be. The experience is common. Suggest that now is the time to begin the integration of their changes and plans into their daily life.

Questions to reflect on:

a) How difficult has it been to know your own needs? What steps have you taken to discover what you want?
b) Do your aspirations require that you give up old ways of seeing yourself? If so, try to be specific about what needs to change.
c) What are you letting go? Perceptions of yourself? Of others? Roles? Relationships? Where you live? Your job? An image? A comfort zone?
d) How do you feel about being in transition to some new place, some new you?
e) Do you feel that, in taking some new steps, the past (and all it means to you) will be forever lost? How do you feel about letting that go?
f) How do you view change/transition? Is it good or evil? What kind of challenge(s) are you facing? How much stress do you experience with change/transition?

4. Suggest to the participants that in order to integrate these highly charged potentials into their daily lives, they may need to set up a support system to

strengthen the growth they have undertaken. Some possibilities: personal network, positive affirmations, and visualizations. We did some work with personal network and personal support system in Section III. Affirmations and visualizations may be new to many of them.

5. Distribute AFFIRMATIONS and VISUALIZATIONS. Present and discuss the information on the handouts. If you are going through major changes, you may want to work actively with only two or three affirmations or visualizations at a time. If you don't have any all-consuming growth issues, you should be able to work with seven or eight affirmations and visualizations without a problem.

6. Find a form that motivates you. The most common form is to read your affirmation silently and then visualize your image. Allow time for it to sink into your consciousness. Stay with it until you feel it has sunk in. Sometimes it takes a few seconds, sometimes a minute or more.

7. Other ways to present your affirmations:

* write out each affirmation one or more times
* record it on audio tape with your favorite relaxing music
* draw your visualization
* post your affirmations in strategic locations, such as the refrigerator or bathroom mirror.

8. Some guidelines for applying affirmations and visualizations:

Nourish them daily. The amount of time need not be more than five minutes a day. The key is not the quantity of time, but quality of time. The purpose of this time devoted to your affirmations and visualizations is to come to believe deeply that your goals, your visions will come true. With this deep belief, the mental seeds will germinate and grow. The time you set aside each day will help you reach your new goal(s).

Find a niche. To help you nourish your new vision(s), you need to set up a specific time and place to work with them. You are establishing a new habit in your life. If you remember that the reason you are taking these five minutes for yourself is to bring the things that are most important to you into your life, you won't have any problem staying motivated.

9. It takes about a month of doing affirmations and visualizations every day to establish a pattern. A good time to do affirmations is when you first wake up. However, you need to choose a time that works best for you.

10. If saying your affirmations starts to feel boring or tedious, something has changed. You may need to adjust or change your affirmation or visualization. Be attentive to your internal response and make changes as you grow.

11. Have the participants produce written affirmations for goals they have identified. If the group feels comfortable enough with each other, they might wish to share their affirmation(s) within pairs, small, or large groups.

12. Back to the Future exercise: Distribute a blank sheet of paper and an envelope to each participant. Using an appropriate audiotape or record for background music, lead the particpants in a guided visualization. Allow twenty minutes for this exercise. The following instructions may be read aloud, slowly by the leader:

> Sit back, get comfortable, relax. Close your eyes. Relax your hands...your feet...your arms... your legs.
>
> Concentrate on here and now. Each of you has just arrived from someplace else. Try to leave that place behind...For now, you are here.
>
> You are here for you. Let go of who you were. Strip off those everyday roles. Put aside your responsibilities. Clear your mind of your obligations...your commitments..Focus on yourself. You are important here.
>
> Now let's move into the future a bit. Choose a time in the future that is comfortable or meaningful for you. Choose your time span. It is that time for you now.
>
> You have chosen a path for yourself. You have chosen in terms of what's important to you. Remember--in this visualization there are no obligations except to yourself.

(Pause between the following questions.)

> Where are you?
>
> What are you doing?
>
> How do you feel about where you are?
>
> How do you like what you are doing?
>
> Is anyone with you?

Are you growing?

Learning?

Are you pleased?

What do you see? Colors, images, shapes?

What do you hear? Sound, phrases, or words?

What do you feel? Emotions, sensations?

When you are ready, slowly open your eyes. Quietly write or draw your visualization. Try not to lose the image. Record your feelings and reactions in pictures or words.

13. Ask them to write their goal/dream/visualization in a way that reflects an action they can take within the next six months (or appropriate time period) to achieve that goal/dream/visualization. Assure them that no one will see these statements. Ask them to place the statements into the envelope, seal it, and address it to themselves. Tell them that you will mail the letters to them on an agreed upon date.

14. Thank the group for being a part of the Career Transitions for Adults personal and career exploration program. Give the participants DO IT YOURSELF CAREER/ LIFE PLANNING.

15. Weaving the Web: As a final farewell activity, gather the class into a circle. The leader holds a ball of yarn and summarizes the class experience. The leader then takes the end of the yarn, unwinds a piece the diameter of the circle, and tosses the ball to someone across the circle. Each person takes a turn, each holding on to the yarn, forming a large web. When all participants have spoken, the leader reminds them that they are all part of each other's network. The group then bends together to lay the web on the floor.

16. If you are going to continue to be part of the Adult Education program or available for individual sessions, be sure the participants know how to contact you.

AFFIRMATIONS

An affirmation is a statement declaring what you want in your life. It is a statement of a new belief you are creating. Affirmations are life-supporting messages that give people hope and direction for growth and health. To be effective, an affirmation needs to be:

> **written down. The art of writing down your affirmations begins the process of making your intangible thoughts more concrete.**
>
> **stated positively. When we attempt to change something in our lives that isn't going well, we often state what we don't want: "I'm not going to be afraid of my boss." By stating the desired change in the positive, "I easily express myself with my boss," we affirm what we want by putting positive energy into our thought.**
>
> **succinct. The more concise the affirmation, the easier it is to focus on it. Avoid wordy affirmations. They are too hard to remember, for one thing. Address the core issue, such as "I am lean" instead of "I'm going to lose weight."**
>
> **specific. By being specific, you will be able to create clean results in your life. Being specific means committing to something important to you. If you don't achieve all that you have stated in your affirmation, remember--what comes back to you is simply feedback that helps you refine your understanding of what you value in your life. Realize that you are in charge of your life.**
>
> **magnetic. Make your affirmations as attractive as possible. The more the language of the statement causes deep feelings within you, the more you will be able to put your full energy behind it.**

stated as if it already exists. If you want your new thought or goal to come to be NOW, you must state it in the present tense. "I am" acknowledges that the mental seed is planted and can now grow.

include YOU in it. Use "I," "me," your name, or any other method of allowing you to personally identify with the affirmation. "I am a lovable person." It is helpful to remember that we only have control over our own attitudes and behaviors. Avoid making decisions or affirmations to bring about changes in other people.

Source: Empowerment: The Art of Creating Your Life As You Want It. David Gershon and Gail Straub. Dell Publishing, 1989.

VISUALIZATIONS

A visualization is a mental image or picture of what you want to create in your life. Some people are more attracted to images than words. Others feel more comfortable working with words of affirmation. Affirmations and visualizations used together often create powerful results. Until you can visualize something as being possible, that thing cannot become real. You must see the possibility clearly in order to move toward it.

Your visualization should:

Evoke Feeling. The mental picture you create should evoke feelings so exciting that you want to bring it into your life immediately. If, for example, you want to become more fit, create an exciting mental image of your body the way you want it to look. See yourself in a new outfit, its color, how it feels, how healthy your body is, and how proud you feel. It is the excitement and emotion that will be transferred into mental and physical actions to bring your visualization into real life.

Use a Single Image. Create a simple mental picture that is meaningful to you. A collection of images will not condense enough to serve as a constant reference point for a powerful visualization. Consider what is important to you in each of these thoughts, then pick out the meaning from each one. Then create a single image that clearly sums up all the meanings of that desire.

Include Yourself in the Image. Make sure you are in the picture. Allow yourself to feel the joys of your accomplishment.

Be Literal or Metaphoric. You may want to create an image that is exactly what you want to bring into your life--a red Miata, for instance. You may wish to create your image using metaphor. It all depends on your personal style.

Be Physically Depicted. Expressing your image on paper begins to make it become physically alive. Don't hold back for lack of artistic ability. The physical image you create is YOUR OWN.

If you can think of an image or picture, you are capable of making it real. Since everyone can think of images, everyone can make them real. You CAN create an image of the life, job, world you want.

Source: Empowerment: The Art of Creating Your Life As You Want It. David Gershon and Gail Straub. Dell Publishing, 1989.

DO IT YOURSELF CAREER/LIFE PLANNING

The goal of the MAINE GUIDE: CAREER TRANSITIONS FOR ADULTS is to assist you in making changes in your current career/life path. The program also provided a process for making career/life changes in the future. As your needs, skills, and life situation change, you will be ready to deal with the change more effectively. Your ability to handle change means you are in control of your life.

Questions for you to ponder as you continue on your career/life path:

- Where would you like to be five years from now? What are your short-term goals?
- Where would you like to be ten years from now? What are your long-term goals?
- How will these future changes affect the values, relationships, job you hold?
- What skills do you plan on gaining to accomplish your future goals?
- Can you gather the information needed for exploring new career/life options?
- Will you be able to apply the skills and techniques learned in this course to new situations in your life?
- Might there be value for you in keeping an ongoing career/life journal, noting new skills, interests, thoughts about your career/life direction?
- Keep on keeping on.

"Some people see things as they are and ask 'Why?' I dream things that never were, and say 'Why not?'."

George Bernard Shaw

CAREER TRANSITIONS FOR ADULTS

MAINE
GUIDE
A Developmental Framework for Life Choices

RESOURCES

ADDITIONAL RESOURCES

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